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ABSTRACT

This publication contains descriptions of prevention and intervention efforts in nine states and Pacific territories. The programs are described in the following sections, each with an introduction: (1) peer programs/youth programs; (2) student assistance programs; (3) community partnerships; (4) parent programs/family support; (5) U.S. Department of Education 1993-94 Drug-Free School Recognition Programs Winning Schools; (6) institutes of higher education; (7) district, county, and state initiatives; (8) curriculum; and (9) special events and annual practices. Most of the programs are school-based; however, those that are not have demonstrated linkages with local and state education and government agencies. The many community efforts described typify the collaborative nature of all comprehensive prevention programs. Research has shown that to enhance resiliency in youth, prevention strategies should include connections with caring adults who provide support, hope, high expectations that all children can succeed, and opportunities for positive involvement in structured activities. (LMI)

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Western Regional Center
DRUG-FREE SCHOOLS AND COMMUNITIES

SHARING YOUR SUCCESS IV

Summaries of Successful Programs and Strategies Supporting Drug-Free Schools and Communities

Volume IV

American Samoa Alaska California Guam Hawaii Idaho Montana Nevada
Northern Mariana Islands Oregon Republic of Palau Washington Wyoming

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Western Regional Center
DRUG-FREE SCHOOLS AND COMMUNITIES

SHARING YOUR SUCCESS IV

Summaries of Successful Programs and Strategies Supporting Drug-Free Schools and Communities

Compiled and Edited
by
Vicki Ertle

Northwest Regional Educational Laboratory
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Portland, Oregon 97204

Volume IV
September 1994

DIRECTOR'S NOTE

Exemplary prevention programs abound in the western region. Over sixty such programs are described on the following pages, our fourth edition of *Sharing Your Success*.

We are pleased to share again with you the hard work of so many like yourselves who are working to create positive environments where students can achieve healthy and productive lives free of alcohol and other drugs.

The programs described in *Sharing Your Success, Volume IV*, were collected and summarized by Western Regional Center staff members Vicki Ertle of NWREL, with regional assistance from Michelle Jackson of SWRL, Sharon Sterling of FWL, and Harvey Lee, who serves the Pacific region. Marjorie Wolfe managed the correspondence and provided desktop publishing services.

We learn by sharing information and through networking with others. *Sharing Your Success* exists to facilitate this process. If we have not heard about your school and your community, please complete the Recommendation Form at the end of the document.

You are to be commended for your continuing efforts to support our youth. We hope this publication will enhance existing work and stimulate new programs and practices.

Judith A. Johnson, Director
Western Regional Center for Drug-Free Schools and Communities

OVERVIEW

Sharing Your Success IV contains descriptions of prevention and intervention efforts in nine states and Pacific territories. The summaries have been grouped by categories. This is always a challenging process because programs frequently fall into more than one classification as they become more comprehensive in approach. Each section contains an introduction. In the Table of Contents, programs are grouped first by category and then by state.

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INTRODUCTION

Western Regional Center staff received recommendations for this publication from many sources. Our resources included the center advisory board members, prevention and intervention practitioners and specialists in our nine-state area, and the 600 participants who attended the center's annual *Sharing The Vision* dissemination conference.

We did not formally evaluate programs for inclusion in this book, but rather looked for programs and practices that were both based in prevention research and that were working well in particular settings. While most of the programs described in this document are school-based, the ones that are not have demonstrated linkages with local and state education and governmental agencies. The many community efforts we describe typify the collaborative nature of all comprehensive prevention programs.

Research shows that to enhance resiliency in youth, prevention strategies should include connections with caring adults who provide support and hope, high expectations that all students can and will succeed, and opportunities for positive involvement in structured activities. The summaries we describe will provide you with many such strategies.

GLOSSARY OF ACRONYMS

Acronyms are used frequently in the alcohol and other drug prevention field. The following list includes those acronyms used in *Sharing Your Success IV*:

AA	Alcoholics Anonymous
ADP	Department of Alcohol and Drug Programs (California)
AIDS	Acquired Immunodeficiency Syndrome
AOD	Alcohol and Other Drugs
CADPE	California Alcohol Drug Prevention Education
CORE Team	Part of a school-based Student Assistance Program; usually comprised of teachers, administrators, counselors, support staff, and other trained school personnel
CSD	Children's Services Division
D.A.R.E.	Drug Abuse Resistance Education
DATE	Drug, Alcohol and Tobacco Education
DFSC	Drug-Free Schools and Communities
FIPSE	Fund for Improvement of Post-Secondary Education
GAO	Government Accounting Office
HIV/STD	Human Immunodeficiency Virus/Sexually Transmitted Disease
JTPA	Job Training Partnership Act
LEAA	Law Enforcement Assistance Administration
OCJP	Office of Criminal Justice Planning
NIDA	National Institute on Drug Abuse
OSAP	Office of Substance Abuse Prevention
PTA	Parent Teacher Association
REACH	Responsible Educated Adolescents Can Help
SAP	Student Assistance Program
SARB	Student Attendance Review Board
TAOD	Tobacco, Alcohol and Other Drugs

Section 1

Peer Programs/Youth Programs

PEER PROGRAMS

One of the key tenets in fostering resiliency among youth is to provide numerous opportunities for children and young adults to participate in positive, safe activities. When these opportunities are combined with caring and positive role models, youth receive the message that they are valued and supported.

In this section you will discover before-school, after-school and summer programs that combine recreation with opportunities for learning about oneself and one's community. You will also read about peer helping, cross-age teaching, and mentoring programs. All these programs recognize what research has proven: when kids are given opportunities to get involved, they help not only themselves but others.

Student murals get visual in a big way

PROGRAM: **"Teens Nix Tobacco" Mural Project**

CONTACT: Jeanne Title, Coordinator, Prevention Education
Napa County Office of Education & Napa Valley Unified Schools
2425 Jefferson Street
Napa, California 94558
(707) 253-3444

AUDIENCE: Elementary and secondary school students

OVERVIEW: *Powerful anti-smoking messages are reaching the citizens of Napa County as they drive to work or walk to the corner drugstore. All over the county, freshly painted murals are appearing on once-empty walls, telling vivid stories of the dangers of tobacco. By March 1995, about 280 kids from 12 educational sites will have participated in planning and painting the murals. The dual strategy discourages tobacco use and creates a medium that can counter the high profile media and billboard advertising used by tobacco companies.*

Planning: In 1988 California voters approved the Tobacco Tax Initiative, Proposition 99. Revenues from tobacco taxes are allocated for tobacco-related research and education and a percentage is awarded to innovative programs involving school-age children. Teens Nix Tobacco (TNT) is part of the Napa County Office of Education for Project SMART (Students Motivated Through Art to Resist Tobacco). The Mural Project began in March 1993.

Program Description: Over the two-year duration of the program, 12 murals will be completed by students from elementary, middle and high schools, alternative school sites and teen parent programs. Students are selected on the basis of commitment to the project, ability to work on a team, and a willingness to work after school and on weekends. Art ability is not a criteria and most students have never before completed school projects. A contract is signed by both the student and the parent/guardian.

A professional artist and an assistant artist for each site are selected to work with the student groups, which average 10-15 kids. Before beginning the murals, students participate in a challenge course where they work on team building and problem solving. They also hear a presentation by a former tobacco company spokesman on the hazards of tobacco use.

Students come up with the concepts and themes of each mural. The artists provide consultation on perspective, light, color mixing and design. The grant

pays for artists' stipends and supplies, as well as for hats, water bottles, tee-shirts, and educational materials.

Final mural design is submitted to school administration for approval. After the mural is applied to the building, every student in each school receives a pamphlet with a picture of the mural and students involved. Written comments from students about what the mural means to them and what they hope to be saying to their fellow students are also included in this pamphlet. The back page contains "The Truth about Tobacco," highlighting information about tobacco issues and nicotine.

Additional end products of the program will be: (1) how-to video of the mural process; (2) how-to manual of the mural process; (3) inclusion of the murals as part of the Napa Valley Arts Council annual show; (4) calendar utilizing photos of the 12 completed murals; and (5) presentations at various state conferences.

Community Alliances: Many private and public agencies help make this project possible. The Parks and Recreation Department has donated mural sites and the Tobacco Coalition, County Health Department, American Cancer Society, and Napa Valley Arts Council have all donated materials and resources. The D.A.R.E. program incorporates the murals in their program as teaching tools. In addition, the community access television station, and the Healthy Kids Healthy California program support TNT.

Success Indicators: An outside evaluator is conducting both a process and outcome evaluation. Students involved in the project take pre- and posttests on tobacco information. A control group is used for each group of students. Both groups tended to be similar on these tests, and in the future, tests will focus more on attitude than behavior and information. All students reported learning how to work as a team, which included being patient, having self-control, improving communication skills, and being friendly.

Obstacles: Selecting the artists is critical, according to Coordinator Jeanne Title. They must be able to relate and work with students in very positive ways. Organizational aspects such as safety and storage can be challenges for program implementation. Jeanne Title also suggests finding someone who has good organizational skills and experience in working with large projects.

Key to Success: This program gives youth an opportunity to create a lasting piece of art with a message and a purpose. The audience includes their fellow students, friends, family and the community-at-large. The activity provides structured activities after school and weekends for students that have few options. "This project gives opportunities for connection, relationships, teamwork and problem solving," says Coordinator Title. "The kids get to feel successful in very large, very visual ways."

Doing it their way

PROGRAM: **Youth Power**

CONTACT: Cal Crutchfield, Program Vice President
"Just Say No" International
2101 Webster Street, Suite 1300
Oakland, California 94612
(510) 451-6666

AUDIENCE: Youth, ages 5-18

OVERVIEW: *Youth Power is about empowering young people to discover and hone inherent strengths to help themselves and their peers succeed in all areas of their lives. Developed by "Just Say No" International, the program is designed to foster and develop social competence, problem-solving skills, autonomy, and a sense of purpose. The comprehensive program helps youth focus on what they have going for them instead of what obstacles they face. Four "projects" allow kids to get involved with social and recreational activities, transition projects, peer tutoring, and community service.*

Planning: A program development team included "Just Say No" International management team members, Regional Directors, and staff from Far West Laboratory for Educational Research. The team examined evaluation of existing prevention efforts; a comprehensive synthesis of prevention research; results of a survey given to 7,000 parents, school administrators and youth; and focus group interviews conducted with youth and adults around the country.

Program Description: Youth Power is designed to be flexible and primarily by youth for youth. The program is nationwide in scope and is supported by a ten-regional-office structure where staff provide administration, technical assistance and logistical and financial support for its implementation. Each of the four major projects described below can enhance existing prevention efforts or could stand alone as a new program component.

Youth Power begins with the development of a task force to advise and support program efforts. This task force is 50 percent youth and 50 percent school/community members. Adult advisors and youth leaders then receive training to implement the program activities. Trained youth leaders recruit other youth, and all come together to participate in "Funshops." These gatherings involve team building, ownership, social bonding and participation in public/social events or projects that demonstrate caring and support.

Materials include a program guide, implementation strategies for four main projects, technical assistance and training for youth leaders, and evaluation procedures to measure progress.

The "Just Say No" Club/Drug-Free Teen Project creates and reinforces healthy behaviors as children ages 5-18 themselves select recreational, social, and academic activities. These may include volleyball tournaments, or tutoring younger children. In the Transitions Project youth serve as mentors and friends to other kids and conduct welcoming events to provide a sense of belonging. The Peer Tutoring Project promotes academic success as youth work one-on-one and in groups with their peers and younger students. In the CommUnity Project, youth identify and take action on issues of concern to themselves and their community. These projects may range from finding more opportunities for recreational activities after school to cleaning up neighborhood lots.

Community Alliances: Youth Power involves many public and private agencies, as well as community organizations, families, and school-based groups. The level of involvement depends on the community infrastructure, makeup, problems, and most importantly, the strength of the youth and resources within the community.

Success Indicators: Each Youth Power program will evaluate their own implementation. The program is now too new to have data. Up to 44 different tools are available to program users for evaluating the progress of the various components. Recommendation for times of administration, and directions for how to score most instruments are included. Technical assistance is also available upon request. It is recommended that each task force create an evaluation team.

Key to Success: Youth Power helps give youth the tools, training, and then the power, to participate in activities that help them connect in positive ways to their friends, school, and community. Grounded in resiliency research, the materials reflect the philosophy that every child and teen already has what it takes to succeed.

When kids talk, kids listen

PROGRAM: **Youth Brigade Project**

CONTACT: Cassandra Hernandez-Vives, Health Education Supervisor
La Clinica de la Raza
1515 Fruitvale Avenue
Oakland, California 94601
(510) 535-4000

AUDIENCE: Spanish-speaking community youth, ages 12 and up

OVERVIEW: *Part of a community health education effort, Youth Brigade members go out into local schools, churches and other organizations to make bilingual and monolingual presentations to other Spanish-speaking teens about health care issues such as substance abuse, family planning, HIV/AIDS prevention, and peer pressure. In addition to providing health information, members gain leadership, group presentation, and community skills. They also gain self-esteem and are provided opportunities to contribute their knowledge and energy to their communities.*

Planning: The Youth Brigade initially began when a group of interested students wanted to learn more about family planning education beyond what they were given at school. Student evaluations of health presentations indicated kids wanted more information about youth-related issued such as alcohol and other drugs and HIV/AIDS. La Clinica's Health Education started to provide continuing health education to an informal group of students, and this group gradually evolved into the Youth Brigade. Since 1989, the program has provided training and support for area youth. State, district, and private funds contribute to the operating expenses.

Program Description: The project trains youth between the ages of 12 and 19 in leadership and presentation skills to provide health education at local schools, conferences, community fairs, and cultural activities. Students receive 20 hours of training in 10 two-hour sessions. There are now 25 active members.

The Youth Brigade has reached hundreds of youth in neighborhood settings with health education and outreach work, but the program extends beyond peer education. The project promotes self-esteem, community involvement, and leadership. Youth are not only given the avenues for positive involvement, but plan and devise their own delivery techniques and styles.

Members meet once a week to plan and evaluate these activities and presentations. Presentations are usually scheduled once a month. Their

target audience is bilingual or monolingual Spanish-speaking youth in East Oakland and Alameda County-at-large.

Community Alliances: The Youth Brigade presents to both schools and community agencies and groups. Together with the adult staff of La Clinica de la Raza, the youth help train other agency staff on how to talk to teenagers and to promote communication between teens and parents.

Success Indicators: The Youth Brigade continues to receive many requests for presentations and returns on a regular basis to many classrooms. An increase in new members points to the popularity among neighborhood youth.

Key to Success: Research demonstrates the effectiveness of peer education. Youth are more likely to trust and use information provided by their peers, particularly about sensitive issues. Cassandra Hernandez-Vives adds that in addition to providing effective peer outreach, the Youth Brigade is building an extensive network of youth who have the potential to reach additional youth. She states, "This program reaches out beyond our neighborhood. The students take it with them to college and work. The youth are recognized as a positive and powerful force."

Hernandez-Vives believes the project is easily replicated. She recommends becoming familiar with Paulo Freire's concept of community empowerment.

Kids helping kids ease into new schools

PROGRAM: **Friendly Helpers**

CONTACT: Ann Davis-Schultz
Redlands Unified School District
20 West Lugonia Avenue
Redlands, California 92373
(909) 307-5300 ext. 266

AUDIENCE: Elementary school students

OVERVIEW: *Peer support networks help students feel connected to their school and their friends. In 13 Redlands elementary schools, volunteer Friendly Helpers lend a helping hand and ear to new students. Friendly Helpers provide help and information before and after school and during lunch time. This voluntary program costs very little and is providing big rewards.*

Planning: District teachers and principals were looking for strategies to reduce student alienation and the loneliness often associated with transitions to a new school site. The Friendly Helper model was selected and a mini grant of $5,000 was secured to purchase the written materials, *Becoming a Friendly Helper: A Handbook for Student Facilitators* (Robert D. Myrick and Robert P. Bowman) and *Children Helping Children* (Robert D. Myrick and Robert P. Bowman). These funds also were used for teacher training stipends and materials such as pencils, paper, maps of school, rulers, and combs which were given to students to make them feel welcome. The program began in 1991.

Program Description: Part of the district's Drug Alcohol Tobacco Education (D.A.T.E.) plan to reduce risk factors and increase protective factors, Friendly Helpers is a voluntary student-to-student program facilitated by teachers and parents.

Friendly Helpers come from grades four through six and receive training in peer counseling, school rules, and risk factors for substance abuse. They provide new students with assistance in making the transition into a new school and can also provide help and information to parents who are new to the district.

Student training is conducted twice a year. Organized activities include monthly "New Student Welcome" ice cream socials and the end-of-the-year "Friendly Helper Celebration" dinner for all helpers and their families. Last year over 85 students were recognized for their participation in the program.

Community Alliances: Friendly Helpers receive funding from some PTAs to offset costs for student T-shirts, buttons, etc.

Success Indicators: Rosters of students participating in the program are maintained, and students are tracked to see how their involvement in the program has assisted them in their own personal growth and development. Teachers report that new students appear to make an easier entry and adjustment to school. Incidence of school suspensions/expulsions also appears to be reduced at sites participating in their program.

Key to Success: The "key" to the success of the program has been the enthusiasm of the school staff and especially the children. "We want new students to have friends quickly, so that they bond to school quickly and don't start to develop problems," says district counselor Ann Davis-Schultz. "This program lets kids be friends. It helps stop problems before they begin."

Middle school students help create a sense of family

PROGRAM **Peer Assistance Leadership (PALs)**

CONTACT: Joyce Lester Welsh, Staff Specialist
Imperial Middle School
1450 Schoolwood Drive
La Habra, California 90631
(310) 690-2344

AUDIENCE: Middle school students

OVERVIEW: *What began as a before-school program for a small number of students has expanded into a year-long class as diverse in student population as the middle school in which it is housed. In addition to holding an annual middle school peer helpers convention that draws over 400-500 youth and adults, Imperial PALs eighth graders work on a daily basis assisting fellow teens feel connected and supported at their school.*

Planning: The Imperial Middle School peer assistance group was the first middle school peer helping program in Orange County. In 1987 the group began meeting before school, then moved to be a semester in length, and is now part of the regular curriculum and a year-long course. The Orange County Department of Education provided assistance in the start-up, and U.S. Department of Education Drug-Free Schools and Communities funds support the program.

Youth and adult advisors are recommended for the program by school students. Selected eighth-graders go through an application and interview process. PALs works hard at being a microcosm of the school and seeks diversity in ethnicity, gender, academic ability, and social skills. Empathy and caring are the most desired traits.

Program Description: In early fall, PAL participants attend a three-day mountain retreat where they receive training in alcohol and other drug issues, suicide-prevention awareness, self-esteem building, and family dynamics. Personal sharing and group activities help the students bond to each other and return to school empowered to assist other students.

PAL students work with their entire school audience. Specific reach-out activities include assigning a PAL to each new student until that student is assimilated, informal counseling one-to-one, academic tutoring, and working with feeder schools in transition activities. PAL youth also work in small

groups with Imperial sixth-graders on self-esteem, grades, special issues, and with special needs students.

Community Alliances: Local alcohol and other drug treatment program professionals provide information at the training retreats, and all PAL students are trained to know when and where student referrals are appropriate. The annual middle school peer helping conference provides community outreach opportunities, and a video about the Imperial PALs program has been produced to share with others interested in the model.

Success Indicators: PAL students keep records on the students with whom they work. These records include issues and time spent and action taken. Adult advisors also track school infractions such as graffiti, vandalism, and fighting. Fewer fights, almost no vandalism, and a positive change in school climate are now the school norm. Counselors also report that more students are seeking assistance and learning to look at choices available to them.

Obstacles: Initial challenges were traced to the program operating before class. Attendance was sporadic and commitment levels varied. Since PALs has gone to a year-long class, things have greatly improved. Students are also now required to sign contracts that focus on expected behavior and commitment, and this has increased the groups' validity.

Key to Success: PAL advisor Joyce Welsh believes the key to the success of PALs is that the program empowers kids to help themselves and to help others. Welsh states, "We function as a family. Like many families, we are a diverse group. We are respected by our school and we respect each other."

Welsh also offers the following advice to those considering middle school peer helping programs: Visit other programs and look first at the particular needs of your school.

Police partner with schools for positive activities

PROGRAM: **After School Clubs**

CONTACT:

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(702) 677-5480

George Maskaly, Lieutenant
Reno Police Department
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Reno, Nevada 89505
(702) 334-2217

AUDIENCE: Elementary school students

OVERVIEW: *After School Clubs provide activities for students from five elementary schools located in areas of Reno remote from most activities. The program is designed to promote academic success and high school graduation, decrease involvement with the juvenile justice system, promote a lifestyle free of alcohol and other drugs, and increase family relationships. After School Clubs also work to increase coordination and cooperation with schools, agencies, and law enforcement toward the mutual goal of helping all families.*

Planning: The project was developed by the North Valley Alliance (NOVA), which is an organization originally initiated by concerned school counselors. Currently the organization includes parents, school counselors, teachers, principals, police officers, nurses, university extension services, and other concerned citizens.

The project is designed to serve students from low-income families who are not able to provide the monetary assistance to enroll their children in school-related or special activities. The program began in February 1993 and is funded primarily by federal grants.

Program Description: There are three primary components to the program:

After School Clubs—Each of the five schools has teachers who remain after the normal school day to run the program. Each school develops the various clubs based on student interest. A sample of the clubs includes life skills, sports, homework, computer, writing skills, play production, and dance. The clubs meet after school for up to two hours several times a week, with some clubs meeting on alternate days.

PAL wresting—The After School Clubs provide the opportunity to combine efforts with an existing youth Police Athletic League wrestling program. Children are provided with free equipment and registration fees and opportunities to build positive friendships with police officers.

Summer Program—NOVA, the City of Reno, and Washoe County combine efforts to provide a summer youth activity program that offers sports, crafts, field trips and other activities. A small portion of the After School Club grant monies provide seed money for the summer program.

Success Indicators: Teachers who work with the program participants have been able to further support students through referral to school counselors and other service agencies. Police indicate that the number of youth crimes has been reduced, and law enforcement officers are reporting more positive contacts with children.

Obstacles: Transportation has been an obstacle. The school district has helped in providing additional transportation for various aspects of the program.

Key to Success: Lieutenant George Maskaly credits much of the program's success to the group involvement of various professional and private organizations and other concerned citizens. Concentrating on not duplicating efforts has also improved the amount of money available for projects.

Multiple strategies help promote group solidarity amidst differences

PROGRAM: **Project TREC: Teaching Respect for Every Culture**

CONTACT: Judy Chambers, Project TREC Co-Coordinator
Portland Public Schools Drug Prevention Program
531 SE 14th
Portland, Oregon 97214
(503) 280-5840

AUDIENCE: Middle school and secondary students

OVERVIEW: *Project TREC has been designed to significantly enhance the district-wide Portland Public Schools Drug Prevention Program by increasing the district's ability to provide prevention and intervention services that meet the needs of a culturally diverse student enrollment. With the help of a diverse planning committee, a variety of strategies have been implemented that include multicultural rite-of-passage retreats and summer training institutes for school personnel.*

Planning: In April 1991, a drug use survey was conducted among all Portland Public Schools seventh- and tenth-grade students. Additional data were gathered from the district's annual review of drug prevention programs. Findings demonstrated "important differences" in substance abuse by gender and geocultural groups. For example, Native American students reported higher levels of use of marijuana, alcohol, tobacco, and inhalants than other geocultural groups. Hispanic American students reported greater cocaine usage. African American and Asian American students reported lower levels of use than European Americans. White females and Asian Americans are underrepresented in assessment and other intervention services.

This information, along with other data on school drug policies, rules, and procedures, was used by a broad-based district planning team to design Project TREC components. Representatives included the Indian Education Project, English as a Second Language, the Hispanic Program, the Integration Specialist Program, and the Research and Evaluation Department. TREC is a two-year, federally funded DFSC grant which started October 1, 1992.

Program Description: During the first year of the program, the 20-member planning committee divided into 14 subcommittees to review and develop culturally appropriate alcohol/drug prevention and education materials for 14 different cultural groups that included: African American, American Indian, Cambodian, Chinese, hearing-impaired, Hmong, Hispanic, homeless and street youth, and teen parents.

The planning committee also focused on youth retreats. A two-and-a half day multicultural "rite of passage" youth retreat was held for high school students and also one for middle school students. Youths, both male and female, from diverse geocultural backgrounds and with differing socioeconomic status and interests, attended to increase understanding and appreciation for diverse cultures and to promote self-esteem. The group bonding and solidarity was further enhanced by follow-up meetings held in June and early September.

The third TREC component has been the three-day summer institute trainings aimed at counselors, teachers, and other school staff who work with students from diverse groups. These trainings are designed to give people the opportunity to share their expertise and expand their knowledge and repertoire of skills concerning alcohol and other drug issues and prevention strategies for working with students and families from diverse backgrounds.

The second year of Project TREC has produced some changes. Student retreats continue but with more of a school-based diversity focus. Both high school and middle school versions include a "Trek" into the outdoors where youth challenge themselves. Only the senior high school retreat included an overnight stay. A new component was added to the summer institute. Trained staff act as assessment liaisons who are advocates and cultural "troubleshooters" for individual students who have been referred for a community-based alcohol and other drug assessment. These liaisons also work with students' families.

Community Alliances: Project TREC planners work with various private and public agencies and organizations to plan and review program components. Outward Bound professionals conduct the orientation challenge course for middle school treks. Portland Parks and Recreation provided facilities for retreats, as well as a culturally based, after-school community school program for youth and families.

Success Indicators: Project evaluation is being conducted by the Portland Public Schools Research and Evaluation Department. The evaluators will collect and analyze an extensive assortment of qualitative and quantitative data when the project is completed at the end of the 1993-94 school year. In addition to the two district-wide retreats held in 1992, 15 school-based retreats are being held this second year. Eighty people attended the first summer institute training and eight have been identified and trained as alcohol/drug assessment liaisons.

Key to Success: Co-Coordinator Judy Chambers states that district assessment data clearly illustrated the needs of students from diverse populations. "These data in graph form helped make this project happen," she states. Chambers also believes that having project planners from various district programs involved with students of those diverse cultural backgrounds created a feeling of investment and hope from the beginning. And finally, having co-coordinators of different cultural backgrounds brought an added dimension to the project.

Helping middle school girls protect themselves with words and actions

PROGRAM: **Girls Empowerment Program**

CONTACT: Stevie Newcomer, Prevention Specialist
Portland Public Schools
531 SE 14th
Portland, Oregon 97214
(503) 280-5840

AUDIENCE: Middle school-aged females

OVERVIEW: *This prevention program for adolescent girls is designed to help teach young women skills that will help them protect themselves both verbally and physically. The eight-hour training is divided into four sessions, and girls may elect to attend with their mothers. The classes focus on street safety skills, distinguishing between flirting and sexual harassment, and date rape and domestic violence. Girls who have taken the course report they feel more confident about dealing with school, street, and date encounters.*

Planning: Female students at a local middle school began complaining to teachers about feeling safe in three major situations: walking to and from school, walking through school halls, and going to the mall. National statistics show that middle school-aged girls have a high incidence rate of sexual and physical assault compared to adolescent boys.

A planning team comprised of students, teachers, community advocates, and instructors from a community police WomenStrength program developed Girls Empowerment specifically to reduce these odds, and to help girls defend themselves against all forms of unhealthy behavior, including use and abuse of alcohol and other drugs. Each instructor spent at least 80 hours of specialized training in physical self-defense, sexual assault, date rape and sexual harassment.

The project was developed with financial support through the school district's drug prevention program. The first series began in spring 1993.

Program Description: The program meets after school from 3:30 to 5:30 p.m., two days a week for two weeks. Girls Empowerment is an introductory level self-defense program that helps girls examine the issues at hand and the options available. Information on the following topics is covered during the course of the eight hours: defining danger and sexual assault; myths about rape; distinguishing between flirting and sexual harassment; personal space; replacing fear with anger; learning and

practicing assertiveness skills; learning and practicing physical protective strategies; street safety skills; options to fighting; and where to go for help/community resources.

Community Alliances: Girls Empowerment works with the Portland Public Schools, mothers and family members of their students, and WomenStrength, a community-policing project that is part of the Portland Police Department.

Success Indicators: The project is monitored by a district evaluation specialist. Questionnaires are administered to all girls before and after participation. Students report greater feelings of confidence and empowerment and an increase in their confidence levels in dealing with school, street, and date encounters they feel are unsafe. Girls also show proficiency in self-defense skills such as escaping from choke holds and body grasps.

Obstacles: Program planners report the biggest obstacle to date has been the limited access for students. They limit each class to 25 girls and have a high demand for the program.

Key to Success: Teaching young girls to be self-confident and empowered is of high interest to female students. Stevie Newcomer, Prevention Specialist and program planner, states, "Street safety, school safety, and physical protection skills are very attractive to young women who appear to be scared and uncomfortable in many situations. We believe this course provides options and reinforces resiliency."

To replicate Girls Empowerment in other settings, Newcomer recommends a partnership approach that secures the necessary training through community agencies and local self-defense professionals.

Youth partner with adults to make teen center a reality

PROGRAM: **Canby Together!**

CONTACT: Steven Landis, President
Canby Area Prevention Team
122 N. Holly
Canby, Oregon 97013
(503) 266-1104

AUDIENCE: Youth, grades 5-12; Community Prevention Team

OVERVIEW: *Taking their cues both from what youth were saying* and *doing, a coalition of Canby citizens opened the doors to a 3,000-square-foot youth center in twelve months' time. Called, "The Zoo," the center is housed in donated space at a local mall. Management and operations are shared equally between youth and adults. Over 400 specially trained youth and adult volunteers work in teams to staff the center for after-school and weekend activities.*

Planning: In spring 1992, a police officer began speaking with fifth-grade D.A.R.E. (Drug Abuse Resistance Education) classes about personal safety. He discovered that over half of each class went home to empty houses. At the same time, the Canby Library was experiencing an increase in the numbers of upper elementary-age children who would come to the library to escape the boredom and fear of being home alone.

Using this information as a starting point, Canby Together!, part of the Oregon Together! Communities That Care program (see *Sharing Your Success, Volume I),* began mobilizing the prevention team members to explore the need for, and the feasibility of, a youth center.

A voluntary youth survey was given to 2,500 fifth- through twelfth-graders in September 1992. Over 1,200 completed surveys indicated a strong desire for an alcohol and other drug-free/gang-free place to "hang-out." One hundred and sixty youth expressed interest in volunteering to get the youth center open.

A board of directors was created with adults and youth holding parallel officers' positions, successful youth centers were researched, and a concrete plan of action was developed. A vacant storefront site was located at a shopping plaza in town and the owner agreed to donate the large space in return for charitable organization status. A name/logo contest for students was held to name the center. "The Zoo, D.A.R.E. to be Different" was selected and doors opened in February 1993.

Program Description: The Zoo is filled with pool tables, video games, a snack bar, lounge, and dance floor. The center also provides movie nights and live entertainment, special projects that include outdoor activities, and meeting space for student support groups.

Operating hours are designated by ages of youth and days of the week. For younger children, the center opens at 3:00 p.m. Monday-Friday. Weekday closing hours are 9:00 p.m. for grades 7-12. On Friday, grades 7-8 have the center from 7:30 to 11:00 p.m. On Saturday, high school-aged youth attend for the same hours. The center is a regular stop on the school bus lines. A 50 cent cover charge is requested at the door. If youth are unable to pay, they donate hours at the facility.

The center is staffed by over 400 youth and adult volunteers who work in 60 teams of six people each. These teams work once a month, four hours each session. Each volunteer staff member submits to a background check and attends a three-hour training course. Teams operate on the philosophy, "Adults supervise, youth facilitate, and all clean up and maintain." Detailed instructions and rules exist for volunteers, center participants, building usage, and referral procedures for youth who violate policy.

Community Alliances: The Zoo is a total community alliance of students and adults committed to providing an alternative to unhealthy behavior. The adults represent a broad-based prevention coalition that donates time through staffing and policy development, and money through monthly and yearly donations. Various civic clubs volunteer in teams to staff the center once a month.

Success Indicators: The first follow-up youth survey is currently in progress. Attendance is stabilizing and more youth are taking on leadership roles.

Obstacles: Prevention team leader Steve Landis reports that a constant challenge is to stay focused on the purpose of developing youth leadership and ownership. He cautions, "You have to watch for adult enablers who are eager to pick up the ball when youth seem to drop it."

Key to Success: Besides finding a rent-free location in a short amount of time, Landis believes the Center works well because of the volunteer commitment to work in teams once a month and because youth really represent 50 percent of the "power" that operates the facility. "Lay the groundwork for this to be a youth-driven community project," says Landis. "Be willing to slow down and say the time is not right if it will only be run by good-hearted adults."

A community provides a safe haven after school

PROGRAM: **Youth After Hours**

CONTACT: Ramona Leber, Coordinator
Cowlitz Substance Abuse Coalition
207 Fourth Avenue North
Kelso, Washington 98626
(206) 577-3041

AUDIENCE: Elementary school-age children

OVERVIEW: *Youth After Hours is the first joint project in the state of Washington where youth organizations such as Boy Scouts, Camp Fire, city parks and recreation departments, schools, and a prevention coalition come together every afternoon in two elementary school sites. Seven different organizations provide daily activities that focus on life-skill development while providing positive adult role models for children. A third-grade boy says he likes the program, and that it "sure beats staying home alone watching TV which is boring and sometimes makes me mad." "Since this started," he said, "I'm not mad."*

Planning: The planning phase of this project began in September 1992 with the actual start-up of the program occurring in August 1993. Program planners met with school officials and youth organizations to identify the needs of K-6 students and their families at Wallace Elementary in Kelso, Washington and St. Helen's Elementary in Longview, Washington. Both schools are in Cowlitz County.

The schools are located in low-income, high-crime neighborhoods where police reported a high percentage of juvenile calls between 3 and 6 p.m. A formal needs assessment was done by each school to ask if the children and families wanted an after-school program and what type of activities they desired. In addition, a community forum was held to identify problems and solutions for the general neighborhood. Both assessments identified the same need: unsupervised children and lack of positive supervised activities for youth.

The overall organizational leadership for Youth After Hours comes from the Cowlitz Substance Abuse Coalition, with a team approach that includes the agency directors of the seven youth organizations, the principals and intervention staff from both schools, and the coordinator of the substance abuse coalition. The United Way of Cowlitz County is the fiscal agent.

Program Description: Youth After Hours is an after-school program offered at two elementary schools in the Longview and Kelso School

Districts. The programs are free and offered every day after school until 5:30 p.m. Each youth organization—**4-H, Girl Scouts, Boy Scouts, Campfire Girls, Longview Parks and Recreation,** and **Kelso Parks and Recreation**—provides programs at each site two to three times per week with the **YMCA** taking the kids swimming every Friday.

All the organizations agree to provide activities that focus on life-skill development while providing positive adult role models. The seven agencies have paid staff members, instead of volunteers, to work with the children. Some of the activities include: sewing, foods and nutrition, drama, dance, creative arts, clowning, rocketry, environmental education, sports, and cooperative games.

Each child must register for the program and must sign in each day. Snacks are provided and in a typical afternoon each child participates in at least two activities. The program has no more than a one to 15 staff-to-child ratio. Each school has a community college work-study student who acts as a site coordinator. This person gets the site ready, briefs staff, deals with student behavioral issues, and is a liaison to the school principals.

Community Alliances: Youth After Hours is a true collaborative effort between schools, youth agencies, prevention professionals, and business. The Cowlitz Substance Abuse Coalition is the umbrella organization that provides technical assistance and overall program management. Weyerhaeuser Company Foundation has awarded the program a three-year grant totaling $80,000. Over $18,000 has been raised through civic organizations. Law enforcement, firemen, civic groups, and community members support the program with volunteer hours and supplies. Local media give continual recognition to the program through interviews and special TV programs.

Success Indicators: Informal anecdotal information shows that an average of 140 students attend the program each day, 40 more than originally projected. Attendance at one school has improved and the principal attributes this to the requirement that children must be in school to attend Youth After Hours. Some school staff have observed that language, reading, and problem solving skills are being enhanced as a result of the program.

Key to Success: Coordinator Ramona Leber states, "The key to success is if a community perceives it as a need and is willing to put the time, effort, and money into such a program." Leber believes the program can be replicated depending on the level of collaboration and availability of funds. She offers the following advice: have an overall program coordinator; work together to develop program staff job descriptions, staff qualifications and pay scale; and make sure everyone is familiar with developmentally appropriate practices for after-school programming. "Remember," she says, "the needs of the older elementary child are different from the younger child."

Letting people do it for themselves and others

PROGRAM: **Community-Schools Project**
Multi-Cultural Youth Action Council (MC-YAC)

CONTACT: Joseph E. Garcia, Executive Director
Touchstones
6721 51st Avenue South
Seattle, Washington 98118
(206) 721-0867

AUDIENCE: Youth and families, communities of color

OVERVIEW: *Touchstones—More Alike Than Different, is an alliance of community organizations representing 10 culturally diverse community organizations advocating for the needs of children and families of color. Their many programs address conflict resolution, managing change, and community mobilization responses to youth gangs and substance abuse. The Community Schools project is a broad-based initiative that targets kids, families, and especially teenagers and young adults. Through a variety of community service projects, young adults are viewed and valued as necessary agents for community change.*

Program Description: The Community Schools Project was started in 1989 in nine neighborhoods in central and southeast Seattle where significant numbers of children lived in poverty. The project goal is to improve academic achievement, school attendance, in- and out-of-school behavior, and to strengthen parents' ownership in their children's lives. There are three primary components: Summer Academy, After-School Enrichment Program, and the Multi-Cultural Youth Action Council, or MC-YAC.

Summer Academy is a six-week academic and social development program designed to maintain and enhance academic skills from the end of school in June to the start of school in the fall. Kids are strengthened in math and language skills and participate in multicultural activities that promote good nutrition, health, creativity, self-esteem, learning, and social skills. Summer Academy is offered at more than 14 sites and serves an average of 500 children from cultures that include Latino, Samoan, Laotian, Vietnamese, Filipino, and African American.

After-School Enrichment Program provides academic tutoring, mentoring, and coaching to approximately 150 children ages six to 12 with limited English proficiency. Special needs students up to 21 years of age are also served. Culture is an important part of the curriculum as staff work to reinforce traditional values, strengths of language, dance, and music.

Multi-Cultural Youth Action Council (MC-YAC) began in 1991 with the Governor's Youth Initiative. The mission of MC-YAC is to provide a youth-owned program that enables teenagers and young adults to serve their communities as mentors, tutors, and coaches in designing different strategies to form "drug- and gang-free communities." MC-YAC youth work with both the Summer Academy and After-School Enrichment programs. Additionally, they are involved in peer-to-peer mediation, adult literacy programs for monolingual parents, teaching adult basic life skills, and planning and implementing numerous alcohol and other drug awareness events.

MC-YAC advocates for other youth challenged by prejudice and racism and works with entire families to address health, recreation, and employment concerns. MC-YAC has received state assistance to work with other youth counterpart groups. The MC-YAC Leadership Team is a governing and decision-making body that directs its own activities. The adult advisors firmly believe in letting youth lead youth.

Community Alliances: All Touchstone programs endorse a "bottoms up" approach where leadership comes from the community rather than from outside experts. Community organizations and families work together to contribute "sweat equity" on small, attainable projects.

Success Indicators: Outside evaluations are conducted on most Touchstone programs. Touchstone staff report that these studies show that youth served are staying in school, getting better grades, and that MC-YAC youth are remaining alcohol and other drug and violence free.

Obstacles: Joseph E. Garcia, Executive Director, admits that professionals who want to maintain power and control can provide obstacles to community change. He believes community mobilization advocates must let the youth, family, friends, and neighborhoods lead.

Key to Success: "Letting the community and the kids 'do it' will always lead to success," says Garcia. "You must be committed to the long journey, trust people, and believe in the people you serve." He adds that tenacity and patience also helps.

Notice: Adult egos must be checked at the door

PROGRAM: **Seattle Young People's Project (SYPP)**

CONTACT: Flip Rosenberry, Executive Director
Seattle Young People's Project
2366 Eastlake Avenue, #330
Seattle, Washington 98102
(206) 860-9606

AUDIENCE: Youth under the age of 18

OVERVIEW: *The Seattle Young People's Project (SYPP) is non-profit organization that works to make the voices of youth heard in the adult world. SYPP seeks to support initiatives youth propose and vote on. If the vote so dictates, SYPP formulates a plan to make the public aware of the youths' concern and grievance. Youth from 30 different communities and 89 different schools are working on issues that range from homeless youth and teen sexuality to school reform and sexual harassment. One 17-year-old male describes SYPP this way: "SYPP allows us to express ourselves—it's time adults asked us how we feel about what's going on!"*

Planning: SYPP was founded in January 1992 to help provide a forum for young people. Any Washington State resident under the age of 18 is eligible to become a member. Youth members have no financial responsibility to SYPP. SYPP is supported through individual donors, grants, and foundation support.

Program Description: SYPP is a youth empowerment program that encourages youth to identify issues of concern, propose activities that address this concern; and then ask the organization to vote either in agreement with, or opposition to the proposed activity. If the vote is favorable, SYPP devises a plan to raise public awareness. This may be done in a variety of ways including, but not limited to, distribution of literature, community meetings, legal action, rallies, or in a limited number of instances, legislative action.

The most important part of the SYPP's philosophy is the belief that the project should be fueled solely by the thoughts, opinions, and vision of its youth members. The adult staff members and advisors act as conduits between adults and young people, at all times making the voices of the children heard. Advisors include teachers, social service providers, and youth advocates. To date, the Seattle Young People's Project has accomplished the following projects:

Project Street Life is a speaker's bureau of homeless young people who speak in local schools and youth centers about their experiences on the

street. In 1993 this project gave more than 15 presentations to more than 500 youth.

The **Puget Sound Student Alliance** is dedicated to involving students directly in educational reform. This group has held the first annual Puget Sound Student Conference and found two major issues of importance to all: multi-cultural education and teacher evaluations. Students then traveled to the state capital to meet with education committee staff, legislators, and lobbyists to discuss education reform. A teacher evaluation system has been introduced to Seattle's Garfield High School and plans are being made to introduce them to all schools around Puget Sound.

Urban Agenda is a newspaper written, designed, and published by young people of color as a forum for urban youth to express their ideas and opinions. Over 7,000 copies are distributed to schools all over Puget Sound.

Issues Forums are planned and carried out by youth members. At the forums young people are given opportunities to voice their opinions and ideas on issues of their choosing. Issues have included sexual harassment, teen sexuality and pregnancy prevention, drugs, gangs, youth violence, AIDS, and school reform.

Community Alliances: SYPP staff report that schools are their most necessary resource. Depending on what initiative or issue is undertaken, public and private organizations collaborate with SYPP.

Success Indicators: Twice a year the youth membership is surveyed. Name recognition continues to grow and the number of young people actively involved in SYPP activities increases each year.

Obstacles: "Our biggest obstacles," says SYPP Executive Director Flip Rosenberry, "lie in the fact that for the most part young people are not included in the social change process. To take society out of the mind set of adults as leaders...children as followers can be extremely difficult." SYPP works towards a win-win approach where young people, adults, and children can be co-leaders.

Key to Success: "Young people are our greatest assets," continues Rosenberry. "Because we support them unconditionally, they are forced to take responsibility and pride in their work. Our total respect for them and their efforts is our key to success."

SYPP can be replicated "any place where adults are ready and willing to put young people in charge," reports Rosenberry. "My best advice," he says, "is to check adult egos at the door. In order to empower young people, adults must be able to take a back seat."

Section 2

Student Assistance Programs

STUDENT ASSISTANCE PROGRAMS

Student assistance programs continue to flourish in western region schools. These programs, often referred to as SAPs, help, rather than punish, students who, for a variety of reasons, need extra help and support. In student assistance programs, students of all ages are identified by trained school personnel who then make referrals to appropriate school-based and community-based services.

The programs described in this section include bridge programs targeting students at risk of failing school, integrated service programs where entire families can access help at school sites, and conflict resolution programs designed to help mediate student disputes. Student assistance programs help send a powerful message to kids: *There are people here who care about you and who want you to succeed.*

Peer coaching and shadowing for teachers help change classroom behaviors

PROGRAM: **Personalized Prevention Program (P3)**
Problem Solving for Target Students

CONTACT: Lauralee Sorensen, Project Director
Cupertino Union School District
10301 Vista Drive
Cupertino, California 95014
(408) 252-3000 ext. 461

AUDIENCE: Teachers and their students, grades K-12

OVERVIEW: *Drug-Free Schools and Communities monies are used in this program that trains entire schools in a method designed to help high needs students become more responsible and self-directed. Monthly coaching and shadowing are used to help teachers integrate the classroom leadership skills that assist children to get internal control over their own behavior.*

Planning: In September 1992, Cupertino Union School District (enrollment 13,495 students) received funding for a two-year, Drug-Free Schools grant. The grant requires in-depth training of teachers, and each school used staff needs assessments to personalize the grant to fit their needs. Two schools, DeVargas and Nimitz Elementary, chose the staff development program entitled *Problem Solving for Target Students*. Both are Chapter 1 schools located in low to middle class neighborhoods.

Program Description: The entire staff at DeVargas and Nimitz Elementary went through three full days of training in Problem Solving for Target Students. This training, conducted by a San Jose, California, educational training institute, provided the teachers and principals with a common language and framework. The comprehensive training covers student self-esteem implications, behavioral and academic considerations for individual styles, and problem-solving strategies designed to shape responsibility for recurring negative behavior.

Trained teachers then work with identified "target students" who may previously have been labeled as "high-risk." These students are defined as those who create potential or actual behavior problems in the classroom and on the school yard, and tend to exhibit aggressive, resistant, distractible, withdrawn, and dependent behavior styles.

Using techniques learned in the training, teachers try to create classroom environments that invite all students to become caring, self-directed and

responsible while developing positive, internal control. Program developers believe that these strategies promote student cohesion and connectedness to school, thereby influencing against the early use of alcohol, tobacco, and other drug use or gang affiliations. Typically, each teacher works extensively with one targeted student, but the entire classroom also gets the benefits of the program.

Each school receives once-a-month coaching/shadowing follow-up support to ensure the implementation of the major elements of the program. At these monthly sessions, school strengths are cited from that day's observations and one school-wide focus is identified to grow on. Coaches are program staff and teacher volunteers. Coaches always build on strengths and provide specific recommendations.

In addition to monthly coaching and shadowing support, teachers schedule parent education classes to share with families many of the same skills they use in the classroom. The class meets once a week for five weeks and is called "Family Leadership Training—Meeting the Challenge of 21st Century Parenting."

Success Indicators: Process evaluation information is gathered through feedback summary sheets on teacher observations. An outside evaluator has collected data on the various aspects of the grant and is preparing a working portfolio of the program's process. This formal evaluation report will be available in October 1994.

For the present, teachers report that targeted students are improving their behavior, and teachers can correlate that change in behavior to the way in which the teacher and student are interacting. These positive shifts seem to extend beyond the classroom. Referrals to the Student Attendance Review Board are down at both DeVargas and Nimitz.

Obstacles: Developing an atmosphere of trust and respect took approximately three months. Time and communication helped the staff get over this "storm" period. A specific person at each site is necessary to help schedule, monitor, and facilitate the monthly logistics of coaching and shadowing.

Key to Success: Making change permanent for students requires total faculty involvement throughout the entire school year. The coaching and shadowing process prevented any one teacher from floundering, as well as helping to prevent teacher isolation. Project Director Lauralee Sorensen states that this climate of collaboration fostered professional dialogue. "Teachers feel safe to reflect on their teaching decisions and make some changes that positively impact all students," Sorensen says. "The program philosophy is shared at all grade levels and by all teachers. We see our students becoming more responsible, resourceful, and self-directed."

Keeping the peace

PROGRAM: **Conflict Resolution**

CONTACT: Paul Brekke-Miesner, Program Manager
Office of Health and Safety
Oakland Unified School District
1025 Second Avenue
Oakland, California 94606
(510) 836-8111

AUDIENCE: All district schools, K-12

OVERVIEW: *Drug-free Schools funds are being used to implement a district-wide conflict resolution program that targets violence reduction and offers the critical life skills of mediation and anger management. To date, 59 schools have been trained. The goal is for all 92 district schools to have conflict resolution programs in place by June 1995. In several schools, 40 to 60 percent reductions in suspensions have occurred since the conflict resolution programs came to school.*

Planning: This program was implemented in September 1991 in response to an analysis of student suspension rates. School staff are required to take a six-hour inservice training. Trainers are district teachers. After the staff is trained, student peer mediators are identified.

Program Description: Students who are selected as peer mediators receive comprehensive training. Elementary students attend a six-hour training and secondary students train for two and a half days. Students learn how to help others express feelings of anger and frustration in positive ways that will not harm others. Additionally, all conflict managers help their peers communicate clearly, and listen attentively.

Elementary school conflict managers are on duty during recess and wear brightly colored tee-shirts. In the middle, junior, and senior high schools, conflict managers are available throughout the day and resolve conflicts in a quiet office.

Parents are also provided opportunities to learn conflict resolution skills at their children's schools.

Success Indicators: Suspension data, as well as teacher, administrator and student surveys, are used to assess the conflict resolution program. Several schools have shown high declines in suspension and detention rates. One elementary school experienced an 84 percent decrease in the number of lunch-time detentions. Another year-round elementary site showed a 40 percent

decrease in the number of students suspended. One of the most significant gains was at Calvin Simmons Junior High where suspension rates went from 468 to 180 after the program was implemented.

Obstacles: Program Manager Paul Brekke-Miesner states that teachers need to be convinced that the program would lessen their work load, not increase it. Brekke-Miesner says, "When teachers realize that they will ultimately spend far less time on discipline matters in their classrooms, they will embrace the program."

Key to Success: Brekke-Miesner credits several components that are central to the success of this program: support from the board of education and the superintendent, school-site administrator support, district technical assistance after training, curriculum-based peer support principles, and teachers as program trainers. "When you have teachers training teachers," Brekke-Miesner states, "everyone clearly understands what is needed for success." He continues to state that the ultimate "keys to success" are the students as peer mediators. "The kids keep the peace and provide endless insights into other points of view."

Multi-faceted approaches for multi-faceted challenges

PROGRAM: **Stars We Are**

CONTACT: Jennifer Jennings, Grant Director
West Contra Costa Unified School District
2465 Dolan Way
San Pablo, California 94806
(510) 741-2852

AUDIENCE: Students in grades 4-6

OVERVIEW: *Funded with Drug-Free Schools and Communities monies, Stars We Are operated at four elementary schools in a high-needs neighborhood located on San Francisco Bay. Students in the one-semester program participated in weekly pullout prevention groups during the school day, and in an after-school recreation/socialization program. Families also received consultations and support. While initial funding has stopped, two of the four schools have found a way to continue major parts of the program. This integrated services model brought new understanding of family support principles to all involved agencies.*

Planning: Informal surveys of the district prevention task force pointed to the need for expansion of some of the comprehensive, integrated services that were operating in other district schools. A Drug-Free Schools and Communities grant enabled the program to operate in four urban, inner-city schools with ethnically diverse populations. Stars We Are is a collaborative effort between the school district and the Gateway Project (see *Sharing Your Success, Volume III)*, a community-based youth agency that specializes in alcohol and other drug prevention.

Program description: Recruitment strategies included flyers and permission slips to fourth- through sixth-grade parents and classroom presentations made by staff members. School counselors and teachers referred students to the CARE student assistance team, and these school site CARE teams made the final recommendations. Indicators of needs focused on academics, peer relationships, emotional and social issues, health and family dynamics.

Stars We Are has four primary components:

Prevention Education Groups—Students attended 12-week (one semester) groups composed of about ten students each. Groups met once a week and were co-facilitated by a program staff member and a teacher. Groups focused on trust building, self-confidence, decisionmaking and coping

skills. Project staff developed a curriculum specifically for these groups called "Star Trak II," in addition to a cooperative learning social skills unit called "Social Skills for Cooperative Learning: Grades 4-6."

Individual and Group Counseling for Students—A community-based counselor worked one day per week at each school site. Each student was seen individually for assessment of his or her needs. Students then met alone or in groups with the counselor. This meeting was designed to give students a time and safe place to work on their problems and to develop coping skills for solving those problems.

After-School Recreation/Socialization—Once per week students met from 3 p.m. to 5 p.m. at each school site. Activities provided structured opportunities to further develop the skills being learned in the prevention education groups and counseling and time for sports, drama, crafts, arts.

Parent Outreach and Family Counseling—Every family of each student was formally contacted by program staff. Family counseling was available, and parents and families were involved in graduation activities and summer family picnics.

Community Alliances: Community alliances and integrated services are at the core of this program. The Gateway Project provided co-facilitators to work with teachers to run the Prevention Education groups. This community-based organization also collaborated on outreach and support to families.

Success Indicators: Program evaluation utilized teacher observation reports to evaluate change among program students. Teachers gave their ratings at the end of each program cycle, or semester. Data indicate that 70 percent of the students showed improvement on the issues that caused them to be referred to the program. Some students were "much better" overall, while 58 percent were "a little better" overall.

Obstacles: Continuing the program after the funding ceased has been a challenge, and two of the four schools have been successful in overcoming this obstacle. At one school, School Improvement Funds are being used to pay a teacher who is conducting after-school support groups. The other school is using an outreach teacher to offer the pullout Prevention Education groups to all fourth graders. All schools agreed that counseling and after-school recreation could not continue without outside funding.

Key to Success: Program staff validated their belief that a multi-faceted prevention approach was required to address students' multiple and multi-faceted problems. Collaboration between the district and the community agencies worked well. According to program staff, flexibility and the willingness to accommodate each school's needs are central to the success of the program. "When these two things are combined with a high-quality program," Claudia Nelson, Project Coordinator reports, "teachers, parents, and students will begin to trust the program and help make it work."

Master interns increase services on site

PROGRAM: **School Counseling Intervention Program (SCIP)**

CONTACT:
Marcia Newey, D.A.T.E. Program Advisor
San Ramon Valley Unified School District
Special Programs Office
151 Love Lane
Danville, California 94526
(510) 820-6818

AUDIENCE: Middle and secondary students

OVERVIEW: *The School Counseling Intervention Program (SCIP) is a joint project between the San Ramon Valley Unified School District and the San Ramon Valley Discovery Center to work with high-needs youth and their families. The program trains pre- and post-master interns to work one day a week at each of the district's eight secondary schools. SCIP has proven to be very cost-effective, and expansion plans are underway.*

Planning: The need for the program came from the lack of counseling services available to students identified through student study teams. The SCIP format was developed by district program advisors who worked closely with secondary site principals, district administrators, counselors, teachers, and PTAs. In spring 1991, the program model was piloted in two middle schools for one semester. Eight students and their families were served and followed over the summer. The program expanded to all secondary schools at the beginning of the 1991-92 school year.

Program Description: Interns are working on their Masters in Public Health and Doctorates in Clinical Psychology. They attend weekly training sessions August through December. Topics range from assessing kids for groups; signs and symptoms of chemical dependence in adolescents; to anger management; stress; depression and suicide intervention; and teens, sex, and drugs. Eating disorders, family dynamics, and therapeutic issues of working with kids and parents are also covered by area professionals.

Each intern is placed in one middle school and one high school and works one day a week in each school. Student problems addressed include cutting class; low grades; fighting; chaotic home life; neglectful parents; tobacco, alcohol and other drug use; physical and sexual abuse; and depression. Students are seen individually or in a group setting. An initial student assessment is done by the intern. This is conducted at the end of the counseling period as well. The intern also refers students and families to other agencies as needed.

Community Alliances: San Ramon Valley's Drug, Alcohol, and Tobacco Education (D.A.T.E.) program has built close alliances with community agencies. The San Ramon Valley Discovery Center was initially started by the school district to address student drug and alcohol use in the community, and grew to provide low-cost counseling services. The center also provides a child abuse prevention program to all ninth-grade students and is a popular referral source for schools. A memorandum of agreement has been developed between the district and the center.

Success Indicators: Data collection is done by the interns and the SCIP coordinator and provided to the school district. This information includes the number of students and families who received services and the kinds of issues addressed. Participating schools complete an evaluation form on the effectiveness of the intern. In the 1992-93 school year, 343 students were assessed by the program and were either seen by the intern or referred to appropriate agencies. Participating schools want to expand the program to include more intern time on campus.

Key to Success: Marcia Newey, D.A.T.E. Program Advisor for San Ramon, says, "On-going communication between Discovery Center personnel and the school district, and a friendly, trusting relationship between the two agencies is the 'key' to our success." Newey holds annual meetings between the interns and key school personnel and plays the role of trouble-shooter. This ongoing coordination prevents small obstacles from becoming large problems.

"Let's just do it!"

PROGRAM: **Concord High School Student Assistance Program**

CONTACT: Laurence D. Christman, Teacher
Concord High School
4200 Concord Blvd.
Concord, California 94521
(510) 837-5623

AUDIENCE: High school students, grades 9-12

OVERVIEW: *Like many other high schools in the late 1980s, Concord High had a student assistance program that did not last, for lack of follow-through. The current program began with a well-trained team committed to helping kids with survival and coping mechanisms, and a desire to keep the entire school community informed on its progress. The result has been a "Just Do It" philosophy where the safety net for students increases each month.*

Planning: In the midst of restructuring in spring 1992, Concord High School staff was asked to prioritize areas of concern. After much discussion, substance abuse was ranked number four, and a formal substance abuse committee was formed. This group has formed the nucleus of the Student Assistance Program. In May 1992, two teachers and two support staff attended specialized training by Western Regional Center, Far West Laboratory. The center returned the following fall to train 25 staff members. Concord members then worked together with New Connections (see *Sharing Your Success, Volume II)*, a non-profit community counseling center, to develop the Concord program which began in December 1992.

Program Description: The Concord Student Assistance Team consists of teachers, secretaries, teacher aides, school counselors, parents, and campus supervisors. The group meets formally at least once a month and talks informally almost daily.

Students, staff, and families use observed behavior report forms to provide information about students they are concerned about. These forms list behaviors that may be observed in class such as "decline in quality of work and grades earned" to "inattentiveness and lack of motivation." Physical signs such as "lack of coordination" and "extreme weight loss or gain" can also be checked. The boxes for the referral forms are located in the career center, the library, and the attendance office. The attendance office seems to provide the most anonymity.

Student Assistance Team members review the observed behavior report forms and then send out questionnaires to teachers of the referred students

asking for their input on the same indicators. Teachers mark their observations and return the forms in confidential envelopes. When a teacher refers a student, the team lets them know that the referral was acted upon. This follow-up procedure has done much to encourage teachers to be involved and stay involved.

The SAP group uses the information to choose appropriate actions. Often this action is meeting informally one on one with team members. Once acknowledgment and understanding of the problem is reached, the student is often referred to professional counseling. New Connections places a trained counselor at Concord High nine hours a week. All forms are confidential and are not part of the student's record. Referral sources cannot be identified.

Community Alliances: Recognizing that this is a community effort, the Student Assistance Team works closely with New Connections for referrals and technical assistance as well as with the county health coordinator and parent organizations.

Success Indicators: Informal assessment has documented the need for increased awareness of the program. Referrals went from a high of 43 for the first semester of operation to 28 from September to April this year. Team members plan to explain the program to all English classes to increase visibility.

Key to Success: Total staff buy-in is cited as the key to success. Inclusion of support staff has been crucial because they are easily accessible and have daily rapport with the students. All team members are identified by a SAP logo and a certificate displayed in their work area. This has helped students identify them as resources.

Student Assistance Team chair, Laurence Christman, believes any school can start a SAP based on individual needs. "We copied forms and ideas from others," he says, "but we used them to create our own program. Keep bringing in new team members and then let them 'just do it.'"

Targeting high school success for high-needs eighth graders

PROGRAM: **Middle School to High School Bridge Program**

CONTACT: Dave Clapham, Deputy Probation Officer
Santa Clara County Probation Department
840 Guadalupe Parkway
San Jose, California 95110
(408) 299-3776

AUDIENCE: Eighth-grade students

OVERVIEW: *The Bridge Program is a joint effort by the East Side Union High School District, Santa Clara County probation department, social services agency and health department, and San Jose's Project Crackdown. The program targets approximately 150-200 eighth-grade students that are at risk of failing high school. The youth and their families are invited to attend a summer school program where academics, life skills, and self-esteem are stressed. Students who finish the program receive 10 high school credits* before *they begin their ninth-grade year.*

Planning: The Bridge Program was developed in response to a middle school need for early intervention with students at risk of failing high school. The program is an extension of the district Summer Pride Program where eighth-grade students focused primarily on strengthening academic areas of need.

Program planners included representatives from school and county agencies who wanted to enroll and work with high-needs students who needed a summer "bridge" to the high school experience. Developers of the program have extensive experience in gang prevention and safe school planning. The Bridge Program began in May 1993. San Jose City B.E.S.T. funds provide the operating resources.

Program Description: The Bridge Program serves eighth-grade students who will attend Silver Creek High School. Youth are recruited from three middle schools. Fliers describing the program are sent to all incoming freshman. Youth-serving agencies are asked to recommend students, and teachers, counselors, and parents also refer students for the program. Once identified, personal interviews are conducted with the student and family members. These interviews ask students to reflect on feelings about academics, safe neighborhood and school climate, family and peer relationships, and alcohol and other drug issues. Typically 150-200 students are initially identified and 50-60 students participate in the program.

The summer school program runs from 7:30 a.m. to 1:00 p.m. All students are scheduled into a home room and four classes: reading, writing, math, and leadership. Bridge students also receive presentations and information on self-esteem, values clarification, gang awareness (enticement vs. consequences), peer relations, anger management, conflict resolution, trust building, alcohol and other drug education, HIV/AIDS, diversity, and risk taking.

Student activities are equally mixed between classroom instruction, field trips, guest speakers, peer counseling, computer fundamentals, and athletic competition. Parents and family members are encouraged to take advantage of parenting skills sessions and support groups.

Community Alliances: The Bridge Program coordinator Dave Clapham, is a member of the Healthy Start multi-agency team that meets regularly to provide integrated services for youth and families. In many cases, a case manager is assigned to do follow-up work. The intent of the program is to reach out to kids through whatever channels are possible, and this involves most local public and private youth-serving agencies and organizations. Local gang and alcohol and other drug professionals give presentations frequently during the summer school program.

Success Indicators: Testimonials from families are common, and many parents request that program support continue into high school. High school attendance and performance on grades is tracked for Bridge students. Data shows improvement in both areas.

Key to Success: Students have particularly liked the Ropes Course. According to Coordinator Clapham, this experience teaches them how to follow directions, work together, and to trust one another. All field trips, outings, and wilderness adventures helped inspire and challenge the youth.

Support for Bridge students has continued into high school. Noon meetings are held frequently and students continue to take field trips. These trips are held on inservice or holidays so that no one misses school.

"Anyone can replicate this program," says David Clapham. "We plan to do this for all our high schools. Don't let it stop with summer school. Use these students to do conflict resolution training for other middle school students. They are great resources."

Support from the top and teams divided by tasks

PROGRAM: **Student Assistance Program**

CONTACT: Elena Molivia, Coordinator
Stockton Unified School District
1144 E. Channel Street
Stockton, California 95207
(209) 953-4347

AUDIENCE: District students

OVERVIEW: *The Stockton program is designed to provide district-wide comprehensive services at individual school sites. The model creates an umbrella to enable schools to cooperatively provide more services such as early identification and referral, school-based support groups, counseling, mentor programs, and cross-age tutoring to a greater number of students. The Student Assistance Program operates through specially trained teams in 25 district schools.*

Planning: Beginning in 1990, district staff and individual school sites received training in student assistance programming from national training organizations and consultants. Core and Intervention Teams were formed at sites, and the district Student Services Department began developing a comprehensive model to support each school. The Stockton Unified School District passed and adopted a Student Assistance Program Resolution in July, 1992. This resolution states the intent to intervene where necessary to provide support services to help minimize behaviors threatening the success of all students. Federal and state prevention monies are the primary funding source.

Program Description: The Stockton Student Assistance Program is designed to provide support services that empower students with the resiliency and protective factors necessary for academic success. The structure of the program begins with a trained Core Team at each school. This team is divided into three primary components: (1) administrative tasks such as appropriate training, parent and community outreach, and program evaluation; (2) kid-centered activities that target positive affiliation, positive alternatives, support networks, and pro-social building; and (3) intervention, where referrals result in action plans using available school and community resources.

Core Team members are recruited from site teachers, counselors, administrators, Outreach Consultants, and support staff personnel. They are divided into Action Teams reflective of the three main components described above. The working teams then coordinate and implement specific services

from a district-wide menu. Intervention Teams meet weekly; other teams meet a minimum of once a month or as needed.

For example, the Kid-Centered Activities Component includes the following broad-based services: *Positive Affiliations*—cross-age tutoring, adopt-a-student, and mentoring programs; *Positive Alternatives*—drop-out prevention programs and attendance incentive awards; *Support Networks*—support groups, conflict management, and on-site health clinics; *Pro-Social Skill-Building Curriculum*—life skills classes, Project Adventure, and commercially developed prevention curricula; and *Modified Curriculum*—Challenge programs, opportunity classes, and alternative education school sites.

The intervention process is based on a careful referral system where data on behavior, attendance, and performance are collected from a variety of sources. Students are monitored on a weekly basis and referrals are made to student study teams, counselors, and community professionals.

Community Alliances: The program works with public and private agencies and service providers. Many community groups provide financial resources and volunteer time.

Success Indicators: The district research department gathers data and prepares year-end reports. Specific assessment information was not available. Student assistance services are available in 25 district schools.

Obstacles: District Coordinator Elena Molivia states, "Change is difficult to sell. The implementation of this program calls for a change in the role of the school as it becomes the catalyst for motivating and coordinating service providers. Stay focused and provide positive evidence that it works."

Key to Success: According to Molivia, the Stockton development team had a "visionary, a catalyst, and a task master" and this made a big difference in carrying the program through to fruition. Talented individuals at each site have also helped. The program is now being reviewed by the San Joaquin County Office of Education as a model for other districts in the county. A county-wide CORE team is also being developed to further coordinate services and programs.

Mentoring made easy

PROGRAM: **Guardian Angels**

CONTACT: Diana Pichierri, Principal
Brenda Gunderson, Counselor
Desert Springs Middle School
66755 Two Bunch Palms Trail
Desert Springs, California 92240
(619) 251-3570

AUDIENCE: Middle school eighth-grade students

OVERVIEW: *During the course of conversation at the principal's house, Desert Springs Middle School teachers began to examine how they could help kids who were hurting badly with so few resources and programs to meet their special needs. From a brainstorm of ideas, one kept repeating itself:* Let's just adopt them! *During the 1993-94 school year, 13 adults have "adopted" 35 students. This group of motivated students and caring adults meets every other week for a group activity targeting a better understanding of self and mutual respect for each other.*

Planning: Desert Springs Middle School began in 1990 with 394 sixth- and seventh-graders. The school has expanded to a full middle school with over 1,150 adolescents. Twelve primary languages are spoken at the school and all grade levels are divided into interdisciplinary teams that plan and implement thematic units and activities.

The concept for Guardian Angels came from a staff party. A group of staff members decided to informally "adopt" students with very high needs. The official start-up date for the program was October 1990. In this first year there were seven adults (teachers, instructional aides, counselors and administrators) and 19 student *angels*. During the 1993-94 year, the program grew to 13 *guardians* and 35 *angels*.

Program Description: Students qualify for the program through the California Drug, Alcohol, and Tobacco Education (D.A.T.E.) guidelines. The criteria include academic underachievement, emotional/social difficulties, attendance problems, behavior/discipline problems, referral from Child Welfare and Attendance, or referral from outside agencies, teachers, and parents. The program now focuses on eighth-graders only.

Adult sponsors consist of the school principal, teachers, school counselor, and support staff. From the list of qualified students, the staff *guardians* meet with the school counselor to select a match. Students are then interviewed by the counselor and sign a contract that states they understand

the commitment to the group and to themselves. Parents also sign this contract and receive a detailed sheet outlining the program plus a request for a voluntary $10 donation to help support supplies and field trips.

Meetings take place at school on the first and third Thursdays of each month for approximately one hour. Each meeting has a special focus. Some typical activity themes may include:

Masks—why many of us wear masks to hide real feelings and identities. This discussion is followed by an hour of making paper maché and balloon masks that are then displayed at school.

Boxes—the difference between wishes, affirmations and goals. Students and sponsors decorate a special box for each other and fill the boxes with wishes, goals, and affirmations.

Quilts—how many pieces of our lives join together to make a whole. Each adult and child decorates a six-inch square that reflects how they feel about themselves. The final quilt hangs in the school office.

Kites—expressing and letting feelings go. Students make kites and watch them soar.

Community Alliances: Business, parent groups, and civic organizations have given both money and materials to Guardian Angels. No money has been used as a stipend for any of the volunteers in the program. Because some of the *angels* are on probation or Wards of the Court, a strong working relationship exists with juvenile justice and social services. The local media also disseminates information about the program.

Success Indicators: No formal assessments have been conducted. Cards, letters, phone calls and visits of past *angels* have all affirmed the success of the program to Desert Springs staff. School staff believe the program has provided benefits for both students and adults.

Key to Success: Diana Pichierri and Brenda Gunderson, principal and counselor at Desert Springs, both believe the dedicated, caring adults who spend quality time with kids are the keys to the success of Guardian Angels. "These people want to help kids make positive changes in their lives," says Pichierri. "Many of these kids have no other adult to touch base with daily, on whom they can rely for one-on-one assistance. We're there for them, and our personal benefits are also great."

Multiple support groups also target parent support

PROGRAM: **Drug, Alcohol, Tobacco Education (D.A.T.E.) Program**

CONTACT: Katie Bauer
Alhambra High School District
15 West Alhambra Road
Alhambra, California 91801
(818) 308-2642

AUDIENCE: High school students

OVERVIEW: *The Alhambra D.A.T.E. program was developed in response to the need for a student support system that provided not just education on types of drugs and their effects, but also the skills needed to make better decisions, manage peer pressure and parents, and to find positive alternatives. There are three primary support groups for students as well as a parent component that includes group discussion sessions and home activities. Curriculum guides have been written for each group.*

Planning: Informal surveys determined that many students and/or families were involved with chemical abuse and that students seemed to lack the life skills necessary to make good decisions about mental and physical health. The program was first piloted in 1989-90 at one school, and has since expanded to all high schools plus one continuation site.

Program Description: Three support groups are offered on all campuses on a weekly basis. A six-week parent support program involves the parents of students who attend groups. Curriculum is written for all groups. Program facilitators come from school staff and community agencies. They receive mandatory quarterly training and ongoing support from the program coordinator and other D.A.T.E. support group leaders. The three primary support groups include the following:

Life Skills—This group is for students who are having difficulty adjusting in their teen years. They may be having school or home difficulties and may not yet have become involved in substance abuse. This group is offered in Spanish as well as English.

Impact I—A drug education and support group, Impact I includes students mandated by site officials, the Student Attendance Review Board (SARB), or the courts.

Impact II—This group is for students who have taken Impact I or are returning from a chemical treatment facility and need to continue with their recovery program. Most students return because they are committed to staying straight, but the course can also be mandated.

Life Skills and Impact I run for eight weeks, but may be extended for an additional eight-week period. Groups average in size from five to 12 students and have co-facilitators.

The **Parent Education** component is a six-week program with the core devoted to getting parents back in control through activities practiced during class and then implemented at home. Families are referred by school site, the court system or SARB. Monthly positive alternative activities coordinated through all four high schools include softball tournaments, bowling nights, trips to Disneyland and Magic Mountain, and weekend summits.

Community Alliances: The Alhambra program is dependent on private and public organizations and agencies for both financial and staff support. Two community agencies provide facilitators at no cost. Businesses and civic groups fund supplies and field trips, and two youth counselors in the police department work closely with program staff.

Success Indictors: Each student fills out an evaluation at the end of each eight-week session. Evaluations are given at the end of each parent education session and families are also sent a three-month follow-up to see if they are still implementing the techniques they learned in class. All facilitator trainings are assessed to meet present and future staff needs. Self-referrals are growing each year and more teachers and counselors want to become facilitators. Many mandated students elect to continue on their own.

Obstacles: Program staff quickly discovered that the program at first became a place for any student who was having a personal crisis. In response, the referral process was changed and a more extensive interviewing procedure implemented. As a result, the school began to refer more to outside agencies.

Key to Success: Program developers state that this type of program works best when you concentrate on the specific needs of your target audience and begin with a small, well-structured program.

Wide-based support is also critical. Katie Bauer, Alhambra program representative, states, "From the beginning we had the support of district administrators, the board of education, site administrators, faculty, staff, and most of all, students. Our dedicated adults are personally involved with many students. They are the real keys to our success."

Bauer states the program is easily replicated. All curriculum guides are available from the program office.

"The way we do business here"

PROGRAM: **Student Assistance Program: Counseling Component**

CONTACT: Jill Gover, D.A.T.E. Program Intervention Specialist
Vallejo City Unified School District
211 Valle Vista Avenue
Vallejo, California 94590-3282
(707) 644-8921

AUDIENCE: Elementary and secondary students

OVERVIEW: *The Vallejo City Unified School District has a well-established Student Assistance Program that began in 1988 utilizing community-based counseling services one day per week at senior high schools. The program has since expanded to using mental health professionals and school counselors that provide intervention services one to two days per week at all secondary and selected elementary schools. Success indicators show improved GPAs, improved attendance, and fewer juvenile arrests.*

Planning: Since 1988 Vallejo prevention professionals have regularly utilized survey information to help drive their programs. Information has been gathered from over 1,100 middle and high school students, and 102 face-to-face interviews have been conducted with current and recovering users.

Some of the findings show that 41 percent of juveniles report drinking several times a week, 85 percent of juveniles used marijuana in the last two years, and 80 percent of juveniles got into a fight after substance use. Twenty-two percent of junior high school students drink at home with parental knowledge.

In the last five years the Vallejo Drug, Alcohol, and Tobacco Education (D.A.T.E.) Coordinator along with Gover, the D.A.T.E. Program Intervention Specialist, have worked together with district and community members to develop a continuum of services from education, prevention and intervention to treatment. These services have included "Wrap Around Services," an integrated service delivery model for Vallejo's most troubled adolescents (see *Sharing Your Success Volume II).*

Program Description: The Student Assistance Program has transitioned from an "exterior-based" model using community-based counselors to an "interior-based" model. In the current design, school and mental health counselors are hired by the school district to provide on-site counseling services to all district high schools and selected elementary sites.

Counselors provide guidance and assistance by facilitating groups that educate students about the harmful effects of alcohol, tobacco and other drug use and assist them in developing coping strategies. Students can self refer or be referred to services by teachers, counselors, administrators, parents, peer counselors, suspension and expulsion Boards, the Police-Probation Diversion Teams, campus supervisors, and concerned others.

Student Assistance Program services begin with screening for appropriate referrals to in-school programs or to outside agencies. In-school groups include: (1) **Assessment Groups** for those students who are currently using; (2) **Concerned Persons Groups** for youth concerned about or affected by someone else's use; (3) **Anger Management Groups** to help students gain greater awareness and control of their anger; and (4) **After Care Support Groups** designed to support students who have made a commitment to not use alcohol or other drugs.

Community Alliances: The City of Vallejo is a Robert Wood Johnson "Fighting Back Partnership" site. Working community alliances include the Health Providers Task Force, the Master Trainer Board of Directors, the Alcohol Policy Commission, the Network for Children and Youth, and STRIVE, Challenge Ropes Courses. These alliances receive ongoing training from groups such as the Western Regional Center for Drug-Free Schools and Communities and Healthy Kids, Healthy California.

Success Indicators: All Student Assistance Counselors turn in monthly data, and meet weekly for three hours to discuss cases and group process. These data and assessments have demonstrated that students who participate in counseling groups improve their GPAs, have improved attendance, have fewer referrals for rule and behavior infractions, and have fewer juvenile arrests by Vallejo Police Department.

Obstacles: Initially school staff were suspicious of mental health counselors and the rules and regulations regarding student confidentiality. Because Gover had been a teacher and counselor in the district, she was well respected and able to bridge the gap between school and mental health paradigms. Another obstacle has been the belief that the school's only job is to teach. The Student Assistance Program is helping to show staff that school life is a microcosm of community problems and issues.

Key to Success: Three special strategies are cited by Intervention Specialist Jill Gover. The first is that well-trained school personnel have the support of top administrative and governing board representatives. The second "key" is collaboration. Gover states, "We work hard, we work smart, we are part of a community process, and there is a critical mass of us that are in it for the long haul." The final key component is success. Once the program began to show results, Gover reports that school staff accepted the on-site counseling as "the way we do business here."

Drop-out rates decline as support groups grow

PROGRAM: **Student Success Through Support Groups**

CONTACT: Linda Lipes, Counselor
Churchill County High School
1222 S. Taylor
Fallon, Nevada 89406
(702) 423-2181

AUDIENCE: High school students

OVERVIEW: *Originally a program targeting only twelfth graders at risk of not graduating, the Churchill program has been expanded to offer students in grades 9-12 weekly support groups that address specific issues such as those of teen parents, students new to the school, substance abuse, foreign exchange students, and American Indian youth. The results have been positive student gains and decreased drop-out rates.*

Planning: A 1988 student survey identified a large number of students at risk of not graduating. They were identified by low/failing grades, excessive absences and/or poor attendance. Many were short credit for graduation as they entered their senior year.

The program initially targeted only senior students. It now serves all youth in grades 9 through 12, approximately 10 percent of the 1,100 students at Churchill High School.

Program Description: Identified students are assigned to support groups beginning the second week of school. These groups are facilitated by school and community counselors as well as peer helpers. Groups focus on self-esteem, communication skills, and peer support.

Clerical aides maintain weekly communication with parents, students, and teachers. Student progress is carefully monitored.

Community Alliances: The program works closely with local alcohol and other drug treatment programs, social services, and the Fallon Paiute Shoshone Tribal Counseling. These community organizations provide co-facilitators for groups on recovery, and a psychologist from Tribal Counseling co-facilitates a group for American Indian students. Referrals for group participants come from juvenile probation, social services, and the Churchill Council on Alcohol and Other Drugs.

Success Indicators: Surveys are used with each support group to evaluate pre and post performance as perceived by the students. Positive student gains

in academic performance and group process skills have been reported. In the first year of the program 23 of the 27 targeted seniors graduated. School drop-out rates continue to decline.

Obstacles: Support from all teachers is an ongoing challenge; some teachers still resist students missing class to attend the support groups. Counselor Lipes reports that this improves as teachers see how students are being helped. Lipes suggests obtaining teacher support from the point of conception of the idea to the implementation of the project.

Key to Success: Peer facilitators who had gone through "Natural Helpers" training have been used from the very beginning of the project. These students serve as facilitators for many groups, and, according to Counselor Lipes, peer facilitators who have gone through peer helper training also make excellent role models.

Combating rural isolation with a well-trained staff

PROGRAM: **Humboldt County Student Assistance Program**

CONTACT: Carmen Goicoechea, Coordinator
Humboldt County School District
P.O. Box 1070
Winnemucca, Nevada 89446
(702) 623-8100

AUDIENCE: Elementary and secondary students, Grades K-12

OVERVIEW: *Rural communities are especially challenged by issues of isolation, poverty, and lack of services and activities. The Humboldt County Student Assistance Program is designed to provide students in a rural setting with a safe place to share and gain peer support in issues that face them. A staff well trained in prevention and intervention methods, teachers who are willing to facilitate ongoing student support groups, and various cross-age, peer-helping programs are creating a viable safety net for all students in this northwestern Nevada community.*

Planning: Student drug use surveys administered in conjunction with the Nevada Department of Education demonstrated the following findings: an average of 74 percent of sixth-graders reported starting drinking by age 11; 55 percent of heavy alcohol-abusing 12th-graders indicated that their parents would either approve or not care if they attended private drinking parties; and 44 percent of 12th-grade heavy drinkers perceive no or slight risk to drinking five or more drinks one to two times per weekend.

Humboldt County is rural and remote with seven schools that are an average of 40 to 100 miles from the nearest urban area. Five district schools (three elementary, one junior high, and one senior high school) serve 3,450 students. Site schools ranged from populations of six to 850. These facts, combined with the student use statistics, demonstrated a high need for comprehensive student assistance services. A planning team was formed to represent Child Protective Services, Juvenile Probation, Law Enforcement, Community Mental Health, and private treatment providers. Building administrators played a critical part in implementing the program that began in the 1987-88 school year.

Program Description: Humboldt County school staff received comprehensive training in developing student assistance programs from both the Nevada Department of Education and the Western Regional Center for

Drug-Free Schools and Communities. Particular attention is paid to the needs of CORE team members and group facilitators.

A standard student assistance model is utilized, where students are identified through student, staff, and parent referrals. A CORE team screens the referrals and makes appropriate recommendations to available services. In addition to referral to outside agencies, school-based prevention and intervention activities and services include the following:

- Student groups that meet once a week for 6-10 weeks
- Weekly support groups and home instruction for Teen Moms
- Cross-age tutoring by junior and senior high students for students at risk of academic failure
- Daily high school helpers at elementary school sites
- Weekly parent-organized art education programs at elementary schools
- Weekly recognition awards
- Classroom guidance activities provided by counselors in each elementary classroom twice a month
- High school peer helpers

Student support groups are formed after intensive interviewing by CORE team members. These groups deal with issues such as friendship, conflict resolution, divorce, coping skills, cultural diversity, serious illness, suicide/death, and gang prevention.

Community Alliances: Community organizations and agencies support the program in a variety of ways. Law enforcement provides a fifth-grade DARE program, and the Lions Club sponsors Quest training and materials. Chemical assessments are provided free of charge through juvenile probation. A monthly community breakfast brings together representatives from school, business, and governmental agencies.

Success Indicators: Formal and informal assessments are used to track program progress. Program staff report that more students are self reporting, an initial stigma of group attendance is diminishing, and students are eager for future support group cycles to begin.

Obstacles: Parent night presentations and personal contacts are used to overcome parental hesitations and concerns. In the early days of the program, some students were improperly placed in groups. Increased training in intensive interviewing techniques has alleviated this problem.

Key to Success: "District and site administrative support for release time for training has been instrumental in the success of our program," states Carmen Goicoechea. "Having co-facilitators with each group provides for additional support and creativity and this helps show our students we really care." Goicoechea also credits a supportive school board, parenting classes, and a solid commitment by group facilitators as key factors.

Students and family members attend Insight Classes together

PROGRAM: **Chemical Insight Class**

CONTACT: Marilyn Richen, Drug Prevention Coordinator
Portland Public Schools
531 S.E. 14th
Portland, Oregon 97214
(503) 280-5840, ext. 279

AUDIENCE: Middle and secondary students and their parents

OVERVIEW: *This program is a four-session class for students who have violated district drug/alcohol policy, and their parents. The sessions are also available for parents and students who refer voluntarily. During the four sessions participants examine the physical and mental effects of major drugs, the disease concept of alcoholism, traits of a healthy family, and the impact of chemical dependency on family systems. District tracking statistics show that students who complete the Chemical Insight Classes have fewer absences, higher GPAs, and more reports of drug-free status.*

Planning: The Portland Public Schools have surveyed student drug use since 1985 and have, over the years, developed a comprehensive approach to prevention and intervention services. The first Chemical Insight Class was started in 1988 to provide an optional alternative to suspension and expulsion. Later it was instituted as part of district policy. The program was developed by district prevention personnel in partnership with community-based practitioners.

Program Description: Chemical Insight Class runs for four consecutive evenings each week for 90 minutes. Participants may enter the program on any Wednesday and continue until they complete all four sessions. A parent or other concerned family member is required to participate in the program with the student. Roll is taken and referring schools receive attendance information.

Classes are taught by two community-based practitioners with experience in working with schools co-facilitating support groups. Sessions may range from 10 to more than 50 participants. There are 120-160 students referred in a typical year; between 60 and 70 complete all four sessions.

The four ninety-minute sessions focus on the following topics:

(1) Session A—This class covers all major drugs, with emphasis on how drugs affect the body and which are the more common drugs being used in and around the local area.

(2) Session B—In this class, participants learn what a drug is and the influences which affect decisions to use alcohol and other drugs. The differences among use, abuse, and dependency are discussed and participants learn about drug overdoses and how recovery can take place.

(3) Session C—Participants examine how family involvement can be a protective factor against adolescent alcohol and other drug use and abuse. Group discussions and activities help the group learn the qualities of a healthy family, with particular emphasis on family leisure activities.

(4) Session D—The last session investigates the impact of chemical dependency on family systems. Participants look at co-dependency and family survival mechanisms for coping with drug abuse.

Community Alliances: Contractors who provide the program come from local agencies. Chemical Insight Classes are also used as referrals by local professionals. The juvenile justice system contacts families when discipline-referred students fail to attend the classes.

Success Indicators: Participant evaluations are collected at each session and the district monitors the number of referrals, completion rate, drug-free status, GPA, and school attendance record of referred students for two years following participation in the program. Student attrition rates limit the ability to determine program effectiveness, but what information is available suggests fewer absences, higher GPAs and drug-free status.

Key to Success: Chemical Insight Class offers a short-term intervention that is strongly endorsed by the district's disciplinary system. The small groups help provide parents and students with a basis for further discussions and options. "The paperwork, consent forms and contracts, as well as the inconvenience to parents and students, may add weight to the experience," says Marilyn Richen, district Prevention Program Coordinator. "However, for some families the class also triggers future activities and involves a larger circle of people addressing a drug problem. Our information tells us that this class is a very effective component of the district's prevention program."

Middle school program targets youth and families

PROGRAM: **Alliance Program**

CONTACT: Kathy Garrett, Alliance Counselor
George Middle School
10000 N. Burr
Portland, Oregon 97203
(503) 280-6262

AUDIENCE: Middle school youth and their parents

OVERVIEW: *The five middle schools reporting the highest use of alcohol were targeted for this program designed to delay onset of use. The three components include support groups, after-school activities, and parent outreach and support.*

Planning: District student use surveys identified those middle schools with the highest use of alcohol reported. Five middle schools were selected to participate in the Alliance Program which was designed by a district team composed of prevention specialists and initiated in October 1992 . Federal funding and Drug-Free Schools monies support project activities.

Program Description: There are three primary components to the program. The Alliance Counselor, an alcohol prevention specialist, is responsible for setting up school-based support groups for children of alcoholics and groups for children who have experimented with alcohol and other drugs or who may be currently using.

The second component involves the provision of after-school activities to encourage students at high risk for alcohol and other drug use to engage in healthy, positive activities. Each student who comes into the Alliance Program is a member of the Alliance Club and is entitled to participate in all Alliance after-school activities and special events. Members receive an Activity Card with which they keep track of any after-school activities in which they participate. Once a month the Club holds a pizza party for those members who have activities registered on their Activity Cards.

The final component is parent outreach, education, and involvement. These may vary from school to school but can include parent dinners and monthly family field trips designed to encourage family togetherness and fun. Alliance counselors stay in frequent contact with parents through letters, phone calls, and parent discussion groups.

Community Alliances: Many Alliance students are referred to community agencies for additional support. Alliance counselors also utilize speakers

from various youth-serving agencies as speakers for the monthly parent dinners.

Success Indicators: Data are being gathered on all three Alliance components. Formal assessment results are unavailable at this time.

Key to Success: "The key to success is enthusiasm," says Alliance counselor Kathy Garrett. "Be positive with parents, offer them help and support, and 'sell' the activities as FUN!"

Section 3

Community Partnerships

COMMUNITY PARTNERSHIPS

The programs you will read about in this section share many commonalities. Strong and ongoing partnerships have been created with school personnel, students, families, and community members. These collaborative efforts have produced benefits for schools and communities that include increases in academic achievement, decreases in behavioral referrals, and safer streets and neighborhoods for both children and adults.

Among the partnerships you will find described in this section is one program designed as a distance learning curriculum. This course guides teachers, community members and youth through exercises in team building and community prevention.

All over the western region, community coalitions are demonstrating that innovative programs and practices *can* and *do* happen. In many cases, the benefits for the adults are almost as great as the benefits for the children.

Alaska-specific collaboration curriculum

PROGRAM: **Our Gathering Place: A School/Community Collaboration, Distance Learning Curriculum**

CONTACT:
J. Kelly Tonsmeire, Director
Alaska Staff Development Network
University of Alaska Southeast
1108 F Street
Juneau, Alaska 99801
(907) 465-8745

AUDIENCE: Alaska community members

OVERVIEW: *Funded with Drug-Free Schools dollars, this project is designed to teach communities throughout Alaska how to design and implement community collaboration. The course is offered through the University of Alaska Southeast, but is distributed throughout the state to interested persons. The curriculum is holistic and based on research and tradition. Development of the materials utilized the talents and knowledge of a wide-range of community, state, and Native citizens.*

Planning: Program planning began in October 1992, when a design team was created to define the critical elements of the curriculum and its delivery. The design team consisted of Alaska Department of Education officials, faculty from all Alaska universities, the distance learning coordinator, University of Washington C-STARS director, and prevention specialists that included staff from the Western Regional Center for Drug-Free Schools and Communities. Community and state groups, individual community teams, and Alaska Native organizations also participated in the planning process.

Program Description: Each semester, the University of Alaska Southeast will offer a distance learning course in community collaboration. Our Gathering Place is offered for varying levels of credit to anyone in the state of Alaska and to eligible persons in other regions.

The 14-unit course guides the students through exercises which help them learn to work together, assist them in creating a comprehensive community prevention plan, and encourage their personal growth. Although the course credit is intended for adults, youth are encouraged to participate in class meetings.

Community Alliances: Schools, parents, community organizations, and public and private agencies all were included in the planning of the Our

Gathering Place curriculum. The materials also include strategies for getting such groups involved in individual community prevention efforts.

Success Indicators: In creating the curriculum, the team went through several extensive review processes. A three-day pilot test invited comments from 10 community teams. A draft was also sent to Alaska Native leaders and corporations for review and comment.

A full-scale pilot test is currently under way in six Alaska communities. Data collection is being done through observation, written feedback, and through pre- and post-course community data. Reaction has been overwhelmingly positive. Long-term data on participating communities will be monitored.

Key to Success: J. Kelly Tonsmeire states that, in creating the community collaboration curriculum, "We actually utilized the collaborative process. In other words, we practiced what we intended to preach." The result is a very comprehensive program designed to get people working on viable solutions to local concerns.

Tonsmeire believes that although this particular curriculum has many Alaska-specific elements, its design is sound and widely applicable to other settings. He adds, "If a university or state agency were to create a program specifically for their region, they would be wise to begin by organizing a team of stakeholders."

Not schools alone in Riverside

PROGRAM: **Project COURAGE**
(Community Organizations United to Reduce the Area's Gang Environment)

CONTACT: Larry Payne, Project Coordinator
Riverside County Office of Education
3939 13th Street
Riverside, California 92502
(909) 369-6460

AUDIENCE: Elementary and secondary school students

OVERVIEW: *Operating since 1989, Project Courage provides prevention and intervention services that include before- and after-school programs in addition to specialized counseling. The combined efforts of numerous county agencies and organizations allow the program to serve thousands of students each month. The use of college students as program staff is cited as one of the most effective program components.*

Planning: A community coalition of public agencies representing law enforcement and education was awarded a Gang Violence Suppression Grant (GVS) by the California Office of Criminal Justice Planning (OCJP) on March 2, 1989. The purpose of the grant was to reduce gang membership and criminal activity, suppress gang activity, and work toward the goal of a safe community. Project Courage is an offshoot of the Gang Violence Suppression Program. Project Courage opened its first site in September 1989 and has continued to grow to the present number of 30 sites.

Program Description: Project Courage has three components: Before School, Crossroads, and After School.

Before School—Developed to address problems associated with family commuting, this component has assigned staff at project sites as early as 5:00 a.m. Enrolled students are offered tutoring and special activity programs. Students are dismissed just before school starts.

Crossroads Component—Serving primarily secondary students, this component provides group discussions on topics such as substance use and abuse, victimization and handling personal problems. Because many of the students involved in this component are constantly being suspended or are in jeopardy of being expelled, complete classroom instruction is also provided. Intense individual counseling is provided by one of the partnering agencies, a non-profit youth service center.

After School Component—Six separate programs are offered for children in grades K-12. This component divides the time from school dismissal to 5:00 p.m. into periods. All students receive one period of tutoring each

day and then may choose other activities that range from counseling and sports to special activities such as field trips and drama. Additionally, topic-specific workshops are offered in conflict resolution, nutrition, and self-esteem, and the job training/placement program assists students 14 years old and older in developing job awareness skills.

Project Courage also provides monthly incentive awards for students where points are given daily for participation, good behavior, assisting staff, and academic progress. A year-end Family Night celebrates the program and includes entertainment centered around the family unit.

Many staff members come from the nearby campus of the University of California, Riverside (UCR). These students participate as paid employees, student interns, and work-study students. Other colleges (including community colleges) also participate in the program components.

Community Alliances: Project Courage exists because of community alliances. Major partners include the Riverside County Office of Education, Riverside County School Districts, Riverside County Sheriff's Department, Riverside City Police, City of Perris Police, Riverside County District Attorney and County Probation Department, and the University of California, Riverside.

In addition several community organizations, churches, and businesses provide resources for Project Courage, and the above-mentioned Youth Service Center provides professional counseling services and staff training.

Key To Success: Coordinator Larry Payne believes utilizing the college students as staff helps the program keep up with the needs of the kids and the community. "College students are young enough to identify with youth and yet mature enough to serve as excellent role models," he states. "They keep us informed." Payne believes the program is easily replicated where agency collaboration and partnerships are willing to create new opportunities for youth and families.

Communities committed to a new vision of prevention

PROGRAM: **San Joaquin Prevention Partnership**

CONTACT: Ruth Reynolds, Executive Director
San Joaquin Prevention Partnership
640 N. San Joaquin Street, Room 10
Stockton, California 95202
(209) 468-3900

AUDIENCE: Youth and families

OVERVIEW: *San Joaquin County is located in the central valley area of California. This rapidly growing area is home to both farming and industry. Highly diverse populations reside here, and the San Joaquin Prevention Partnership is working collectively with many cities to improve the quality of life, neighborhood by neighborhood. The Partnership facilitates the development of new prevention programs and also works to help enhance existing efforts.*

Planning: The San Joaquin Prevention Partnership was formally initiated in October 1991 when the coalition successfully submitted and received a grant from the Center for Substance Abuse Prevention's (CSAP) Community Demonstration Projects program. This is a five-year grant that includes formal evaluation and ongoing community building, strategies, and activities.

Program description: The lead agency for the Partnership is the San Joaquin County Office of Substance Abuse. All decisions are made through a Management Council, representing all segments of the county community. There are four long-term specific aims:

Goal #1—Promote long-range, comprehensive, community-wide, grassroots-based planning by a partnership of both public and private groups and individuals to reduce environmental risk factors and increase protective behaviors related to alcohol abuse and drug use in San Joaquin County.

Goal #2—Achieve a measurable and sustainable reduction of alcohol and other drug use among county youth.

Goal #3—Reduce incidence of alcohol and other drug related consequences in the county. These consequences include crime, illness, injury and death, employee productivity, child abuse and domestic violence.

Goal #4—Empower neighborhood and community groups to organize and take action to achieve alcohol and other drug abuse reduction within their population.

All coalition partners sign a Memorandum of Understanding that endorses the above goals plus the following key elements of community building: community empowerment; youth and adult leadership enhancement service systems coordination; and countywide coalitions. The Partnership works to shift the emphasis among providers within individual systems to a concept of united response to clients' established needs.

Partnership members receive comprehensive, ongoing training in areas such as building community partnerships, governance, conflict resolution, cultural institutes and principles of prevention partnerships.

Under the slogan "Take Time....To Get Involved," many programs have already been implemented in San Joaquin County cities. The following are some examples to date: Tracy Resident Homes Informational Fair; Ripon Community Forums; Partnering with Lodi Gang Alternative Project and Lodi Eastside Improvement Committee to improve citizen cooperation; Manteca 24-HOUR RELAY CHALLENGE (see Section 9); and Stockton Empowerment Through Employment.

Community Alliances: Functioning community alliances and integrated services support and form the core principles of CSAP Demonstration Projects. Numerous public and private agencies and organizations from the various cities in the county work with the Partnership to develop and implement program strategies.

Success Indicators: Both process and outcome evaluation data are being collected. Data available from 1993 indicate that gradual progress is being made among community groups, many of whom have never before worked together. Grassroots citizen involvement is growing and requests for Partnership-designed programs are increasing.

Obstacles: As with most broad-based, county-wide community coalitions, a real challenge is to train and then retain ongoing commitment and enthusiasm from key members. Technical assistance and a retreat have helped most Management Council members better understand the goals of the Partnership. There is also a discussion of adopting a Mentor program for new Management Council members.

Key to Success: A well-developed training plan for staff, Management Council members and key participants was critical in the early success of the Partnership. Director Ruth Reynolds also states that the Partnership staff are good listeners. "You need to really listen to the needs of a particular community," she says, "and then respond with staff energy, creativity, time and helpful resources."

Individual family advocates facilitate integrated services

PROGRAM: **Social Work Case Management**

CONTACT: Paul Brekke-Miesner, Program Manager
Office of Health and Science
Oakland Unified School District
1025 Second Avenue
Oakland, California 94606
(510) 836-8111

AUDIENCE: District school children and families

OVERVIEW: *As part of the Oakland Unified School District's Comprehensive Health and Safety Plan, this family-focused model provides school-based services. Social work case managers work with families and youth to develop service plans that may include counseling, home visitations, and crisis interventions. Initial assessment shows that the program is impacting school suspensions.*

Planning: Informal surveys of teachers and parents, combined with a statistical review of behavioral and policy infractions, led to the development of the program model. Community-based social service providers worked with school district Office of Health and Safety and school site staff to design the program which began in January 1990.

Program Description: Social work case managers are presently at 20 of the 92 Oakland Unified School District schools. Case managers represent the following community-based agencies: Aid for Families with Dependent Children (AFDC), Children's Protective Services (CPS), Foster Care, Juvenile Probation, Health Care, Mental Health, and Public Housing.

The social work case managers are on site five days a week and carry no more than 20 cases per school at one time to guarantee in-depth and long-term interventions. Casework referrals come from school administration and teachers. The managers develop individual service plans for each student/family that may include: counseling, psychotherapy, home visitations, crisis intervention, cultural orientation, alternative activities, referrals to service providers both on- and off-site, and transportation and interagency coordination.

Established protocols ensure that confidentiality procedures and state laws are followed. Case managers sign in and sign out at school offices daily when coming and leaving campus. While hired by the individual agencies, all

managers must receive approval by each site principal before the final hire. Social work case managers serve as members of the site Student Consultation Team and also provide school staff trainings and consultations.

Monthly intake and service plan information is sent directly to the district Comprehensive Health and Safety Plan office. These forms contain information in the following categories: (1) number of students and families served; (2) number of parent contacts; (3) cases by grade level, sex, and ethnicity; (4) number of cases active and closed at the end of each month; (5) number of school staff training, development, and/or consultation sessions; and (6) hours of service provided per service category. Agencies directly bill the district.

Community Alliances: Acting as a family advocate, the case manager facilitates the service plan which typically involves more than one community-based agency and organization. Typically these alliances are with alcohol and other drug treatment agencies, health services, juvenile probation, and social services.

Success Indicators: University of California, Berkeley, School of Social Welfare has performed a two-phase process evaluation to date. Funding limitations allowed only the focus on school district data such as attendance, suspensions, etc. Available data show program impact on school suspensions. If additional funds can be secured, the district plans to expand the assessment to include outcome evaluation on the behavioral impacts of the program.

Obstacles: Initial obstacles included getting the program integrated into the daily regimen of the schools instead of being just another add-on program not fully utilized by school personnel. Mandating that the case manager become a member of the site's Student Consultation Team helped overcome this barrier, and the development of mutually agreed-upon protocols has also helped.

Key to Success: Integrating services at school sites is part of a growing family support movement where schools are major partners in providing direct services to youth and families in need. In order for such relationships to function and flourish, strict policies and procedures need to be in place.

"The protocols and data collection forms are key components for this successful model," states Paul Brekke-Miesner, Program Manager. "These need to be established well before the program begins," he continues, "and every agency and school needs to understand and follow these procedures."

Comprehensive, multi-level services help cocoon kids in need

PROGRAM: **The Future Is Ours**

CONTACT: Jennifer Jennings, Coordinator, Health Education
West Contra Costa Unified School District
2465 Dolan Way
San Pablo, California 94806
(510) 741-2852

AUDIENCE: Elementary children, ages K-6

OVERVIEW: *The Future is Ours program targets high-needs, inner-city youth in three elementary schools. Targeted objectives are to increase resiliency in youth by increasing the protective factors in the three intersecting domains of family, school, and community. Program components include prevention education, after-school tutoring, peer tutors, and family outreach and support. The Future is Ours is a Drug-Free Schools and Communities Emergency Grant for the years 1993-1996.*

Planning: Needs were identified by studying three sets of data: local statistics, community input, and research. Data from local enforcement officers, parents, students, teachers, and administrators described children living in one of the most economically depressed urban areas in California. Teachers reported that student questions revealed deep confusion and curiosity about their non-use of alcohol and other drugs when adults around them use. Referrals from school staff and students for school-based service programs were much greater than existing programs could handle.

The program development team included representatives from schools, social service agencies and the district health education department. The resulting multi-level project is a continuing collaboration between the school district and two community agencies, Gateway Project (see *Sharing Your Success, Volume III)* and West Contra Costa YMCA. Federal funding began in 1993. Program staff received training in the Tribes Cooperative Learning Model (see *Sharing Your Success, Volume II)* and youth alcohol and other drug prevention training.

Program Description: The Future Is Ours is a program for elementary school-age children at three specially targeted schools. Program components include:

Gateway Three-Part Prevention Education Program
Students in grades 4-6 attend a one-hour class each week.

The curriculum, *Learning to Be A Healthy Kid,* is used to help build students' resiliency skills.

After-School Tutoring Program

Trained tutors from three community agencies work with youth in grades one through six, four hours a week.

Peer Helper Designee Program (PHD)

Selected students in grades four through six act as tutors and "special friends" for kindergartners through third-graders.

Career Awareness Program

Community members who represent a wide range of occupations come into classrooms to discuss career possibilities and the importance of early planning. Each of the three schools has a Career Day in the spring.

Family Outreach and Support

All families are contacted by prevention counselors to identify resources in the community that support their needs.

Parent/Guardian Workshops

A series of four "Strengthening Family Ties" and/or "Effective Black Parenting" workshops are provided at each school site annually. Free child care and interpreter services are provided.

Community Alliances: This integrated service model would not work without the coordinated efforts of three community-based organizations, the City of Richmond Human Services Department, and the West Contra Costa Unified School District. The array of educational activities, support services to youth and families, and staff training at three schools has depended on collaborative efforts among many different groups.

Success Indicators: An outside evaluator will be monitoring the progress of The Future Is Ours. Four main evaluation areas are targeted. They include monthly service reports by staff, outcome surveys for all program components, longitudinal case studies on six selected students, and an annual report. During year one teachers, support staff, and site CARE referral teams were trained. Over 1,300 students participated in career awareness activities and 120 students, 40 at each school, have after-school tutoring. Quantitative data will be more available as the program continues.

Key to Success: All parts of The Future Is Ours are directed at promoting the academic and social skills that can help students feel good about themselves and become successful. By concentrating on the interconnected spheres of influences—the school, the family, and the community—the project is helping kids learn the skills of resiliency that help them "bounce back" in spite of environmental conditions of adversity and stress.

A common vision and a full menu of services

PROGRAM: **Central Lyon County Youth Coalition**

CONTACT: Michele Watkins, Director
Central Lyon County Youth Coalition
P.O. Box 1865
Dayton, Nevada 89403
(702) 246-0320

AUDIENCE: Youth and families in Central Lyon and Storey Counties

OVERVIEW: *The Central Lyon County Youth Coalition is a non-profit organization designed to provide area youth and families with a wide menu of substance abuse prevention and intervention programs and activities. These range from a family advocate worker who shepherds youth through needed community services to summer youth activities for kids ages 11 to 17. Juvenile delinquency rates are down and collaborative efforts to support youth are up.*

Planning: The Coalition was formed in November 1992 in response to a need for improved youth support services. In September 1993 the group received their first grant from the Nevada State Bureau of Alcohol and Drug Abuse. The team that plans coalition activities includes juvenile probation officers, a family advocate worker, and parks and recreation representatives. The Coalition is designed to be a non-profit, umbrella-type agency through which to funnel various prevention programs. As such it has the support and participation of many community organizations.

Program Description: The Central Lyon County Youth Coalition has several components:

The **Family Alcohol, Tobacco, and other Drug Prevention Program**: In conjunction with Community Chest, Inc. the Coalition has a full-time family advocate worker in Dayton and one in Virginia City half-time. Working with referrals and a small caseload of high-need youth, the family advocate worker acts as liaison between youth, family, and appropriate community services (see *Sharing Your Success, Volume III).*

Solid Ground is a program designed for youth ages 12 to 18. Referrals come from the Juvenile Probation Department where youth have the option to work off their court-ordered community service hours by volunteering in non-profit agencies. High school credit may be earned depending on the amount of hours worked (see *Sharing Your Success, Volume II).*

Face Painters are a group of youth who volunteer to do face painting for the Coalition at various community functions. As well as offering a creative outlet, this "Let's Face It" group helps raise money for youth activities.

The **Fitness for Prevention Program** offers aerobic exercise classes twice a week for all ages. Substance abuse prevention resource materials are disseminated at these sessions.

A **Summer Youth Activity Program** for ages 11 to 17 provides recreation programs 20 hours a week. Activities include basketball, volleyball, games, crafts, and trips to area swimming pools.

The **B.A.B.E.S.** early childhood program is a puppet program that teaches positive living skills for children from preschool to twelve years of age.

The Coalition also educates the community through substance-free activities such as an annual fashion show and Santa's Breakfast, and helps facilitate school-based student support groups.

Community Alliances: The Central Lyon County Youth Coalition is a community-based program and works closely with all public and private agencies. Board members and staff collaborate on a regular basis with all youth-serving groups.

Success Indicators: Referral forms, family intake/assessment forms, and youth and family competency profiles are some of the evaluation methods used by the Coalition. Information collected shows increased academic achievement, delinquency prevention, improved social interaction and family functioning, improved self-esteem, and more community involvement.

Obstacles: Coalition members took for granted that the community understood the concepts of prevention and intervention. They have discovered they need to do more community education in this area in order to recruit more volunteers. Long-term funding is a continual challenge.

Key to Success: "Our Board Members and staff all have a common vision," says Coalition Director Michele Watkins. "We work as a dedicated team and practice support and collaboration between schools and agencies."

A Task Force gets serious about child and family services

PROGRAM: **Student Assistance Advisory Task Force of Sun Valley**

CONTACT: Dixie Bradshaw, Principal
Sun Valley Elementary School
5490 Leon Drive
Sun Valley, Nevada 89433
(702) 674-4420

AUDIENCE: Elementary school-age children and families

OVERVIEW: *The Sun Valley Student Assistance Task Force is an outgrowth of the Student Assistance Program, which is in place at all Washoe County District Schools. The Task Force includes a broad-based group of educators and community members who divide their work into five committees. The Task Force works as one unit to serve three elementary schools, and this model has resulted in a wide range of integrated services that includes a children's health clinic, a pharmacy fund for family prescriptions, parent support groups, and career days.*

Planning: The Task Force began in 1990. Members include community leaders, principals of Sun Valley, Lois Allen, and Virginia Palmer Elementary Schools, Washoe County School District staff, school counselors, nurses, community and county agency staff, school board members, and members from the North Valley communities.

The Task Force meets three to four times a year and is divided into five committees: Health and Medical, Sports and Recreation, Child Protection and Parenting, Cultural, and Career.

Program Description: Task Force members typically remain on the same committee and work toward specific programs and activities. Below is a short summary of each committee's work:

The **Health and Medical Committee's** work helped implement the Sun Valley Children's Clinic which was opened in 1992. The cost of a visit to the clinic for children 12 years old or younger is $10. All three schools raise money for the pharmacy fund for families who cannot pay for medications. In April 1994 a mobile van became available for well-child checkups, immunizations, vision screening and preventative dental services. Long-range goals include a team management approach for learning disabled/attention deficit with hyperactivity disorder students.

The **Sports and Recreation Committee** helped obtain a $200,000 grant in spring 1994 to build a family resource center and recreation complex. The committee also spearheads the annual tri-school Fall Fest that typically raises over $10,000 for various school programs. Long-range goals include developing an indoor or outdoor basketball facility and continuing work on the pool-park center.

The **Child Protection and Parenting Committee** provides Tough Love programs, parenting classes, parent support groups, food pantries, a summer breakfast/lunch program, and limited pro-bono legal services. The committee has made the first cut for a Danforth Foundation grant to establish a family focus center.

Multicultural awareness days and celebrations are the focus for the **Cultural Committee.** This group also coordinates staff inservice training on multicultural education.

The **Career Committee** sponsors Career Days at all three schools. Speakers from local businesses, the armed forces, and medical professions speak to students. In 1994, sixth-grade students visited various businesses.

Community Alliances: The Task Force is a community alliance of schools, parents, community organizations, and public and private youth- and family-serving agencies. By working together and targeting services for three area schools, duplication of activities and fundraising has been avoided.

Success Indicators: Each committee reviews its accomplishments, discusses tasks to be completed by the next meeting, and plans long-range goals. In the four years since inception, the group has worked smarter, not necessarily harder, to accomplish the activities cited above.

Obstacles: Trying to keep the same people returning to the Task Force is always a challenge. The Sun Valley group uses frequent communication, requests that people stay on the same working committee, and works to create doable projects that involve numerous agencies.

Key to Success: Dedicated and committed individuals are credited with much of the Task Force's success. "We have a wide range of professional participants," says principal Dixie Bradshaw, "and all are motivated to develop projects and find creative ways to bring our community together."

Community ownership of issues and solutions

PROGRAM: **Newberg Together!**

CONTACT: Mary Simpson, Student Assistance Coordinator
Newberg School District
714 E. 6th
Newberg, Oregon 97132
(503) 537-3128

AUDIENCE: Community youth and families

OVERVIEW: *Part of the statewide Oregon Together/Communities That Care projects, Newberg Together! is working collaboratively to help meet the needs of underserved youth. Projects range from tutorial help for elementary-age children to parenting support for families with children under five. This coalition of community representatives is demonstrating that schools cannot address prevention needs alone and that a team approach can get results.*

Planning: The Newberg Together! prevention team participated in the Oregon Together! training and technical assistance provided through the Oregon Prevention Resource Center and the University of Washington School of Social Work (see *Sharing Your Success, Volume I).* This project asks communities to identify, recruit, and train key community leaders and community planning board members to use a risk-focused approach to strengthen protective factors.

A needs assessment was conducted in December 1989 to identify gaps in youth services. The team discovered that youth who did not fit traditional molds were underserved.

Program Description: Prevention team programs have included a homework club for fourth- and fifth-graders, parenting classes for parents of preschool-age youth, and the development and publication of a parent resources brochure. The current project involves providing case management services for high-needs youth. The team is also working on funding a youth community service program.

Community Alliances: Newberg Together! is a team representing law enforcement, parks and recreation, parents, teachers, counselors, school and public agency administrators, churches, service clubs, the community college, the business community, and the Chamber of Commerce. The team meets regularly to coordinate planning and implementation of services.

Success Indicators: The current case management project has developed assessment procedures to monitor school attendance, grades, shelter needs,

and client services. These data have not yet been analyzed. Past projects have used client responses and school progress information to demonstrate successful strategies. Students in the homework club showed improved school attendance and student growth in academic and social categories.

Obstacles: Mary Simpson, prevention team member, recommends taking the time to carefully select community coalition members. "Try to be as selective as possible and be careful to choose people who both live and work in your area," says Simpson. "It took us a long time to get the involvement from the community as a whole."

Key to Success: Newberg Together! works hard to share joint responsibility for implementing needed services. This approach has prevented any one "system" such as the schools, or law enforcement, from having to take full ownership of the issue. "Efforts have to be community based," Mary Simpson continues. "We have hard work and commitment of key individuals. We also access training and technical assistance through state networks."

Structure and mutual support is getting things done

PROGRAM: **Salem-Keizer Together**

CONTACT: Ellen Kuzlik/Jan Calvin, Project Coordinator/Director
Salem Keizer Together
555 Liberty Street SE #300
Salem, Oregon 97301
(503) 588-6264

AUDIENCE: Community youth and families

OVERVIEW: *Salem-Keizer Together is a Community Drug-Prevention Network dedicated to supporting all segments of the community in activities that reduce youth substance abuse. The Network focuses its efforts on reducing individual and environmental risks for substance abuse to promote positive connections with family, school, and community. In one year alone volunteers donated over 3,670 hours in projects that ranged from the formation of a Youth Council and youth and adult cultural diversity training, to the gathering of baseline data for a community profile and a law enforcement roundtable targeting minors in possession.*

Planning: Salem-Keizer Together (SKT) is one of the Oregon Together! communities (see *Sharing Your Success, Volume I)* concentrating efforts in the two cities with a total population of approximately 150,000. SKT became a Center for Substance Abuse Prevention (CSAP) Community Demonstration Project in 1991, and this funding has enabled the group to fund four staff members and evaluate their progress.

Formal needs assessments were conducted in 1991, and the team used the data to focus on the risk factors identified through the research of Hawkins and Catalano, University of Washington. SKT found the following four risk factors prevalent in their communities and targets prevention efforts around them: family management; community laws and norms; social bonding; and economic deprivation.

Program Description: Program activities are carried on by seven committees and the four staff members. Descriptions of these committees and some of their activities are:

Family Management Committee—Two subcommittees, Family Resource Providers and Parenting for a Positive Future, work to develop and provide opportunities for family skill development and publish quarterly editions of calendars of family activities.

Community Laws and Norms Committee—The subcommittee on Law Enforcement Related to MIP (Minors in Possession) Infractions convened a roundtable meeting for law enforcement officials to discuss consistency in enforcement. A recognition subcommittee recognizes exemplary community efforts in youth ATOD prevention.

Social Bonding Committee—This group presented the "Judicious Discipline" program to 50 representatives from local youth agencies. This committee will also help implement the program in public and private community schools during 1993-94.

Training and Conference Committee—Various Network events on cultural awareness are planned annually. These have included community fun runs and two days of presentations at a local Indian school, and youth and adult training attended by over 145 people. Network members also attend many state and national prevention conferences. The Network co-sponsored three eighth grade to high school transition conferences for 700 students.

Youth Council—In 1992, a 22-member Youth Council was formed. This group participates in Network trainings, is a member of the Network's Planning Board, and designs and implements youth projects.

Membership Committee—This group has drafted Network bylaws, established recruiting systems for new members, and recently has focused on outreach to the religious community and people of color.

Evaluation Committee—Working closely with the school district, this committee helps conduct annual student drug use and attitude surveys. The committee also collects annual data to update the community profile.

Media Committee—The purpose of this committee is to identify effective methods for reaching target populations with prevention messages. To this end, staff activities include a speakers bureau and outreach network that presents annually to approximately 1,500 citizens.

Community Alliances: SKT has broad-based representation from all public and private agencies, as well as participation from community families and youth. These representatives are members of one or more committees and also sit on the Planning Board and Key Leader Groups.

Success Indicators: Project evaluation is conducted by the Northwest Regional Educational Laboratory. Data show that the community is much more aware of youth substance abuse and contributing risk factors, and that more organizations and agencies are incorporating risk factor prevention strategies within their institutions.

Key to Success: The CSAP funding assisted the group in moving beyond the traditional obstacles of staff and central support for activities. SKT staff believe, however, that the real key to success has been the continued attention given to strengthening the collaboration and communication among their members. "We support each others' efforts with technical assistance, structure, and direction," says Coordinator Kuzlik. "We are building alliances and relationships that will ensure our success as our primary funding is phased out."

Key leaders are critical players

PROGRAM: **Tualatin Together**

CONTACT: Connie Ramaekers, Community Drug Education Coordinator
Tigard-Tualatin School District
13137 S.W. Pacific Highway
Tigard, Oregon 97223
(503) 684-2136

AUDIENCE: Community youth and families

OVERVIEW: *Tualatin Together is part of a state-wide community mobilization effort called Oregon Together! This citizen group involves key leaders in efforts to increase protective factors that will help reduce alcohol and other drug use among Tualatin youth. An eight-member student board provides youth perspective and direction. Ongoing analysis of community risk factors has helped this prevention group target the need for increasing peer assistance programs and after-school activities.*

Planning: In December 1990, the Tualatin coalition conducted an informal assessment to identify risk-assessment indicators. The group gathered community and school statistics that were then used to target the following areas: drop-out rate; juvenile arrests (trespassing, theft, etc.); runaways; students using—MIPs and DUIs; and disturbances.

Long-term outcomes were then written for each indicator of risk. High priority status was given to "Low commitment to school" and Tualatin Together wrote as their primary prevention goal, "To create a positive school environment that promotes student involvement and creates opportunities for students to participate in social bonding skills."

Program Description: The primary strategy chosen to achieve the above stated outcome is to provide more opportunities for students to be actively involved in peer helping programs, school clubs, extra-curricular activities, and service projects within the community.

The high school peer helpers program has been doubled to a total of 80 students. Twenty students from each grade level, nine through 12, have been trained to serve as a club within the school and to offer peer and cross-age assistance. Peer training focuses on personal growth, communication skills, decisionmaking skills, setting limits and how to avoid enabling.

Tualatin Together has also helped implement and operate a summer program for high-need elementary students in grades one through five. During the

summer of 1994, the coalition hopes to expand the program to include middle school students.

Community Alliances: The Together! model requires community groups to identify and recruit key community leaders to become active members of the coalitions. Tualatin Together includes the Mayor, police chief, Chamber of Commerce director, school superintendent, representatives from parks and recreation, churches, health services, and parent and civic groups. The coalition meets two to four times a month. Business and civic groups assist financially.

Success Indicators: Tualatin Together continues to gather community profile data on youth from law enforcement, the Parks Department, and from the schools. The group reports that the attitudes and awareness of the community-as-a-whole has increased and that more people are aware of the need to help youth find healthy school and community connections.

Obstacles: Retention and recruitment of the working board has been a challenge. Key leaders have been instrumental in finding new members. Increased outreach to area businesses has helped increase financial resources.

Key to Success: Community Drug Education Coordinator Connie Ramaekers credits the structure of the Oregon Together Program with the ongoing success of the Tualatin community partnership. "Our key leaders are the ones who can open doors and cause things to happen. They carry the power, and help implement the programs."

Zero tolerance and increased awareness

PROGRAM: **Drug-Free School Zones (DFSZ)**

CONTACT: Officer Kim Ell
Gresham Police Department
1333 N.W. Eastman Parkway
Gresham, Oregon 97030
(503) 666-5638

AUDIENCE: Community members, youth and families

OVERVIEW: *Determined to create defense shields before neighborhoods surrender to drug dealing, the Gresham Drug-Free School Zone Initiative established a 1,000-foot zone around participating schools that provides additional penalties for persons convicted of selling or intending to sell illegal drugs. This grass-roots effort has resulted in more than an ordinance, however. A formal prevention coalition has been formed, and celebration activities are expanding from individual schools to community events.*

Planning: The DFSZ initiative was coordinated and developed by a police officer assigned to a community policing office. Community interest was tested by holding a community meeting in November 1992. This meeting showed a high community concern and priority, and efforts intensified to implement the program with interested schools.

Program planners visited the Seattle, Washington Drug-Free School Zone program (see *Sharing Your Success, Volume II)* and adopted many of their components in Gresham.

Program Description: Drug-free zones are created through the passage of state legislation that imposes increased penalties for selling drugs within 1,000 feet of schools, kindergarten through high school. In Gresham, this initiative has resulted in the formation of the East County Drug-Free School Zone, a partnership between crime-prevention and police specialists, city and school department staff, students, neighborhood residents, and area businesses.

The Gresham Police Department has designated an officer to coordinate this community effort. He works with parents, students and teachers at each participating school and neighborhood site to describe the program and distribute enforcement and awareness information to local residents. Schools and community groups are provided various resources such as flyers and parent letters that they can use to promote the DFSZ. These groups are encouraged to develop individual plans of action.

Continued drug education support is also provided through the police coordinator. The coalition meets monthly to hear speakers and new ideas. Coalition members have formed several committees to promote anti-drug messages through billboard advertising and informational brochures. Each year, one month is designated as Drug-Free School Zone month. Schools hold assemblies to celebrate their involvement and invite community members to participate.

Once the mobilization efforts are in force, the actual posting of the Drug-Free School Zone is done last. The program is available to all 24 schools within the Gresham city limits in addition to nearby schools outside of city jurisdiction.

Community Alliances: Financial partners in the DFSZ program include the city/county public works department, city police, civic clubs, private businesses, and parent/teacher organizations. Coalition members represent a broad spectrum of public and private agencies and organizations.

Key to Success: Police Officer Kim Ell states that this program began and continues as a total community effort, not owned by any one agency. "The attitude is that we will not wait for drug dealers to take over before we respond," says Ell. "We provide a preventative/pro-active approach that is always growing. Immediate support from the Mayor, City Manager, and the Police Chief are additional keys to our success."

Section 4

Parent Programs/Family Support

PARENT PROGRAMS/FAMILY SUPPORT

Schools know that parenting is a difficult job. Comprehensive prevention programs always include a family support component where parents can choose from a menu of services that may include parenting classes, support groups for parents with teens, or informal discussion groups that gather around the subject or topic most pressing at the moment. Noteworthy parent services take into account the varying needs of parents with children of different ages.

When parent and family support services are geared toward the needs of the parents, many schools are pleasantly surprised at the high demand and waiting lists that often result.

Supporting families with a menu of services

PROGRAM: **PCA Family Enrichment Council**

CONTACT: Donna Thompson, Director
PCA Family Enrichment Council
400 Main #3
Anaconda, Montana 59711
(406) 563-7972 or 563-7983

AUDIENCE: Deer Lodge County youth and families

OVERVIEW: *Anaconda is a small community of less than 10,000 in rural Montana. The closure of a mining smelter more than ten years ago has produced long-term economic hardship for the community and its families. The PCA Family Enrichment Council coordinates and offers over 16 different family and children's support services. Dedicated to supporting all families with a non-deficit positive approach, the Council continues to work on integrating services and addressing community needs.*

Planning: The PCA Family Enrichment Council was formerly the Council for the Prevention of Child Abuse. More than six years ago the Council expanded its role in the community to offer a wide variety of youth and family services. Initially the Council was served by a VISTA volunteer; today there are four staff members who act both as facilitators and trainers. Primary funding sources include Department of Family Services, Montana Board of Crime Control, Montana Children's Trust Fund, and the United Way.

Program Description: Community needs drive the programs offered by the PCA Family Enrichment Council. The numerous programs may be divided into three general target populations.

Parent Support Programs: There are programs for teen parents, and parents of children age three and under. The *Active Parenting* video-based curriculum is offered for parents with both elementary and teenage children. The "Parent Connection" is a support group for parents desiring to build better relationships with their children. Common concerns are shared and the group works together to develop creative and constructive solutions.

Adult Support Programs: "Project Eden" addresses issues of domestic violence through a support group for victimized women. The Project also operates a 24-hour Crisis Hotline. Classes on stress and anger management are offered to adults, as well as sessions on life skills such as budgeting, family health, and nutrition. A home-visitation program called "Home-Aid Skill Builders" provides interactive training in basic family skills. The

Family Enrichment Council also administers a General Assistance Program and offers Stress Management Workshops to workers displaced by lay-offs and plant closures.

Children and Youth Programs: Various adolescent issues are addressed through programs such as "Free The Horses," a self-esteem program for second-, third-, and fourth-graders, and "Fighting Invisible Tigers" that helps teens address anger and stress management concerns. "Talking About Touching" targets personal safety for preschool through sixth-graders and is used in Head Start classes. The *Second Step* conflict resolution program is used in preschool through eighth grade.

The Kellogg Foundation has funded an early childhood project through Montana State University called "Anaconda Serving Children." The Council is the lead agency in this two-year project working towards integrated community services for children and families.

Community Alliances: The Family Enrichment Council works closely with youth and family-serving agencies and continues to expand collaboration with other providers. The "Anaconda Serving Children" project is developing an integrated network of community providers under a Community Interdisciplinary Team.

Success Indicators: Efforts are presently underway to provide long-term tracking of client families and a more detailed analysis of the impact of the Council's programming. Anecdotal information is very positive.

Obstacles: Over the years, the PCA Family Enrichment Council has faced numerous challenges in building its programming to the present level. "Turf issues" have always been a concern, but the Council has found it effective to find those within each agency that are working toward common goals.

Key to Success: "Our key to success is reflected in our name," says Director Donna Thompson. The Council focuses on the family as a viable unit, and this approach allows the family to build solutions for its own concerns.

Listen and laugh—ideas for parent groups

PROGRAM: **Developing and Conducting Parent Education and Support Workshops: A Handbook for Others**

CONTACT: Jeffrey Niess, School Psychologist
Camas School District
2041 N.E. Ione Street
Camas, Washington 98607
(206) 834-8816

AUDIENCE: Parents and children

OVERVIEW: *Four years and 100 presentations later, this school psychologist has a "handbook" for developing and conducting parent support workshops to share with others. Schools know that workshops for parenting skills offer a strong opportunity to positively impact family issues such as chemical abuse/use, behavior management, and communication. Too often, they discover, families elect not to participate and facilitators get discouraged. This handbook offers helpful ideas and strategies, and says, perhaps the most important ingredient is listening to parents and having a sense of humor.*

Planning: The Camas parent workshops began in response to a questionnaire submitted to students in grades five through 12 in which less than half of the respondents reported that their parents discussed chemical use and abuse with them. There was also a high percentage of students that reported their parents allowed them to go to parties where they knew alcohol was present.

The school at-risk counselor and Niess, the school psychologist, decided to design parent workshops emphasizing parenting skills and chemical abuse intervention. The first workshops were conducted in the spring of 1991.

Program Description: The Camas Parent Education and Support Workshops handbook is designed for school and community personnel to conduct classes within the site constraints. This model can be replicated in schools, churches, and community centers with parents of children or teenagers of any age. The Camas workshops have included as many as 70 parents and as little as five targeted families.

Current Camas workshops are designed to be conducted over three evenings for two hours each night. Topics have included adolescent growth and development, teen suicide, depression, family roles, communication, and autonomy. All workshops are short on lecture and long on group discussions.

Both daytime and evening classes have been offered. Some of the workshops offer free daycare and all offer snacks.

The Camas handbook includes the following: Steps to Developing and Conducting Your Workshops; Needs (speakers, publicity, space, etc.); Desires (coffee and donuts, daycare, concurrent children's workshops, etc.); Possible Workshop Topics and Content of Each Class; Sample Workshop Lesson Plans; Sample Speaker Notes; Sample Large and Small Group Activities; Do's and Don'ts; Sample Invitations and Media Notices; and Sample Parent Evaluation Sheets.

Community Alliances: Camas parent support planning teams include school and community members. Frequently, workshop speakers come from local organizations. Niess states that the use of local speakers helps parents identify local resources and adds validity to the workshop content.

Success Indicators: Pre- and posttests are used along with workshop evaluation forms. The only negative comments received in four years have been the complaints that not enough workshops are offered each year. Workshop evaluations are used to fine-tune workshop content and delivery and to identify parent needs.

Obstacles: Very few obstacles have been encountered and many are addressed in the handbook. Budget issues are usually solved by using community speakers, and a team approach to solving any challenges has kept the Camas workshops growing.

Key to Success: Jeffrey Niess believes the workshops succeed because the planning team listens to parents and other professionals regarding the design of the workshops. Group discussions are emphasized over lectures. Topics such as "Why does everything we say have to be at the top of our lungs?" and "Adolescent issues and how to live through it" are family friendly and non-threatening.

Niess says that humor is an essential part of speaker delivery. "Find local speakers who can engage their audiences. Humor will help break down barriers."

The handbook is designed to help others replicate what is working well in Camas. In addition to the handbook, Jeffrey Niess is available to mentor via telephone and/or correspondence.

Section 5

U.S. Department of Education

1993-94 Drug-Free School Recognition Programs

Winning Schools

U.S. DEPARTMENT OF EDUCATION
1993-94 DRUG-FREE SCHOOL RECOGNITION PROGRAM
WINNING SCHOOLS

In 1987 the U.S. Department of Education established the recognition program to focus national attention on successful drug prevention efforts. The program was expanded in 1991 to include school safety.

The recognition program honors schools that have made outstanding progress toward meeting the National Education Goal that by the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning. Winning schools must have comprehensive plans to become or remain drug-free and must show that they have prevented or reduced disruptive behavior and acts of violence.

There were 109 winners in the 1993-94 Drug-Free School Recognition Program. Schools were judged on their success in six component areas:

- Recognizing, assessing and monitoring the problem
- Implementing, setting and enforcing a no-use policy
- Developing and implementing a drug education and prevention program
- Educating and training staff
- Promoting parent involvement and providing parent education and training
- Working with community groups and agencies

Panels of educators, parents, law enforcement officials, community representatives and program evaluators review applications and visit selected schools before making recommendations to the Secretary of Education.

Schools receive recognition for Comprehensive Programs and Noteworthy Components. There were 14 schools from the western region chosen as winning models; 10 schools for their comprehensive efforts in all six categories, and four for noteworthy work in one or more components.

A focus on staff wellness increases support for students and parents

PROGRAM: **Fitch Mountain School**
1993-94 U.S. Department of Education
Drug-Free School Recognition Program
Noteworthy Component Winner

CONTACT: Nancy Baker, Principal
565 Sanns Lane
Healdsburg, California 95448
(707) 431-3435

AUDIENCE: Elementary school-age students, grades K-3

OVERVIEW: *Healdsburg is a rural, agricultural community whose main industries are grape-growing and wine-making. Healdsburg schools have the largest Hispanic population in Sonoma County. Alcohol and other drug prevention efforts at Fitch Mountain School target students and parents alike. The primary curriculum, "My Body Is Healthy," includes a weekly parent component. This curriculum received a Golden Bell Award from the California School Boards Foundation in 1993.*

Fitch Mountain has received recognition for Noteworthy Components in developing and implementing a drug education and prevention program, educating and training staff, and working with community groups and agencies.

Drug Education and Prevention Program: The primary prevention curriculum, *My Body Is Healthy*, was developed through a collaboration between the community, the Healdsburg schools, and the local Rotary Club in 1989 in response to an area-wide survey which identified health as the community's number one concern. Seven district schools currently use the curriculum; and the developer of the materials, Judy Carriger, R.N., works at Fitch Mountain School.

Students in K-3 classes receive four weeks of instruction in the program every year. The school guidance counselor delivers the in-class presentations using the *TRIBES* (see *Sharing Your Success, Volume II)* cooperative learning model. The materials focus on anatomy and physiology, safety and accident prevention, decisionmaking skills, helpful and harmful drug distinctions, and skill-building to resist negative peer pressure. Parents are required to review materials used in the program, and a letter outlining the curriculum is sent to all families. Every week students bring work home with a parent education component which must be signed and returned.

In addition to "My Body is Healthy," Fitch Mountain second-grade students receive 15 weeks of the *Here's Looking at You, 2000* curriculum which is coordinated by the Healdsburg Police Department's Youth Services Officer. This officer also provides student and family counseling for the district.

Parent education is the third key aspect of the school's prevention program. Weekly classes in English and Spanish are offered, often with transportation to the school available, and always with free child care.

Educating and Training Staff: Fitch Mountain School administrators, teachers and support staff have received training in *TRIBES*, High Scope, safety, physical fitness, stress reduction, and classroom meeting facilitation. Yard duty staff are trained in conflict management.

Staff wellness is emphasized. Jazzercize is offered free to all staff twice a week and one school improvement day each year is devoted to an issue concerning staff well-being.

Working with Community Groups and Agencies: In Healdsburg, local groups are working together in coordinated and collaborative partnerships.

"My Body Is Healthy" is funded through community donations, the Rotary Club, and the district. Community funds also provide scholarships to the Boys and Girls Club, and a K-6 visual and performing arts program. A Healdsburg Police Department Youth Services Officer presents the additional prevention curricula to all second-graders and also provides individual and family counseling.

The North County Health Committee is a school-based committee comprised of representatives from schools, the local hospital, law enforcement, city- and community-based organizations, and medical professions. The group meets monthly to address health, prevention, and intervention needs.

An intergenerational program called "Volunteers in Partnership" (VIP) matches senior citizen volunteers with students for special help with reading and tutoring in needed areas. For their time, seniors are compensated with volunteer time by high school students who do yard work, run errands, and wash windows.

Forty students and lots of school support

PROGRAM: **Cox Bar Elementary School**
1993-94 U.S. Department of Education
Drug-Free School Recognition Program
Comprehensive Program Winner

CONTACT: Nancy L. Wallace, Superintendent and Principal
P.O. Box 529
Big Bar, California 96010
(916) 623-6316

AUDIENCE: Elementary and middle school-age students, grades K-8

OVERVIEW: *The 40 students at Cox Bar Elementary School come from families of loggers, mill workers, the self-employed, and the unemployed. Fostering community spirit is challenged by local economic downturns and by the rural isolation of the town for the 2,500 residents. Cox Bar Elementary is working hard to achieve a harmony of interests in providing for student needs. After-school activities and numerous events targeting the whole family complement a sequential drug education curriculum.*

Planning: Student surveys and informal assessments done by the principal, teachers, nurse, and counselors help identify student needs and community issues. The most serious problem at this time is violence-related, a problem many school personnel feel is spilling over from the home. School staff strive to integrate current issues into classroom lessons. Home counseling and Student Attendance Review Board (SARB) intervention have also been initiated.

Program Description: During the 1990-91 school year the program *Here's Looking At You, 2000,* was fully implemented in grades K-8. Additionally, the physical education and the drama programs at Cox Bar Elementary stress improving self-esteem and accepting and respecting individual differences. A Family Life Program is taught in co-ed groups to all fifth- through eighth-graders.

A formal intervention process identifies students in need of additional counseling for behaviors that may be commonly associated with tobacco, alcohol, and other drug involvement. Children typically attend weekly conference sessions.

After-school activities include a mix of recreational opportunities and enrichment. The small student population also lends itself to peer tutoring and cross-age teaching. During each school day, students earn points toward

a positive activity of their choice. Each student also "rates" his or her behavior at the end of each day.

Cox Bar parents participate in after-school activities, Family Night, and Family Life classes.

Community Alliances: Many local and district resources are available to intervene when needed. These include the Human Response Network, Trinity County Counseling Center, and the County Health Department's Tobacco Education Program. Local Lions and Rotary Clubs also provide assistance to school prevention and health efforts. Law enforcement representatives have spoken to students about vandalism, abstinence from substance use and abuse, and general safety issues.

Success Indictors: Informal evaluations show increased student self-respect, an increase in school cohesiveness, and fewer behavior infractions and referrals. More formal assessments show a decline in suspensions.

A new attitude of support and new emphasis on discipline

PROGRAM: **Raymond Collins Elementary School**
1993-94 U.S. Department of Education
Drug-Free School Recognition Program
Comprehensive Program Winner

CONTACT: Delores Stephens, Principal
6125 Coke Avenue
Long Beach, California 90805
(310) 602-6955

AUDIENCE: Elementary school-age students, grades K-5

OVERVIEW: *In the spring of 1991, Collins Elementary School got both a new principal and a new emphasis on safety and discipline. The result has been a new sense of community spirit, a focus on staff development that deals with conflict management techniques, and an overall philosophy that asks students to be more accountable for their behaviors. This new direction has reduced student conflict and has increased positive work habits.*

Planning: Principal Delores Stephens worked with parents and the site leadership team to develop surveys that went out to staff, children, and families. These assessments identified the following needs: more structure, more discipline, and more emphasis on safety.

Program Description: Simple changes began immediately. Recesses were split to alleviate the overcrowded situation on the playground. Traffic patterns were created in the corridors so that students had a sense of order and respect for all who used them. An emphasis was placed on support for improvement rather than punishment for misbehavior.

A combination of commercially produced drug education curricula is used at Raymond Collins. Students in grades K-2 are given the *McGruff Crime and Child Protection Programs* and students in grades 3-5 receive *Here's Looking At You, 2000*. As a part of the total health program, teachers also integrate drug prevention and health information into traditional content areas.

A Student Review Team initiates interventions which may be counseling, support groups, and/or outside agency support. Additional help is provided through the Primary Intervention Program which assists students in grades K-3 to overcome social adjustment problems through non-directive play, one-to-one, with a trained Special Friend.

A "Just Say No Club" is very active at Raymond Collins. This club organizes Red Ribbon Week, the Great American Smoke-out, Jump Rope for Heart, and other healthy lifestyle projects. Additional activities for children include the Big Buddies/Little Buddies project and student Conflict Managers.

Community Alliances: Parent involvement in school climate issues resulted in the Keep Students Safe (KSS) Program. Collins is now a closed campus with strict procedures for visitors and policies. In 1993 the Paramount Unified School District began implementation of a Healthy Start grant which established an integrated, coordinated social service system for Collins students and families. Over 10 community agencies work in this partnership. Parent classes and support groups are coordinated through the Family Awareness Community Team Services (F.A.C.T.S.).

Success Indicators: Collins' staff report that the new counseling and support programs have helped reduce negative student behavior. There is also a decline in Student Review Team referrals, and teachers indicate positive changes in behavior and work habits. Surveys presented to parents show that families also believe the school has made effective changes in the areas of school safety and parent support.

A new "community school" concept provides easy-to-access services

PROGRAM: **Pinedale Elementary School**
1993-94 U.S. Department of Education
Drug-Free School Recognition Program
Noteworthy Component Winner

CONTACT: Tom Lutton, Principal
7171 Sugarpine Avenue
Pinedale, California 93650
(209) 436-02007

AUDIENCE: Elementary school-age students, grades K-6

OVERVIEW: *Pinedale Elementary School is located in California's Central Valley and reflects the growing diversity of this region. The total minority population at Pinedale is 72 percent with approximately 20 percent of the students non-English proficient. The Clovis Unified School District has selected Pinedale to be a demonstration school for integrated services to youth and families. Pinedale Elementary has been selected as a Noteworthy Component school in "Working with Community Groups and Agencies."*

Working with Community Groups and Agencies: A Healthy Start planning grant called Pinedale CARES provides a variety of services designed to nurture, strengthen, and enrich the lives of families. At monthly meetings representatives of this partnership meet to discuss and pool resources to address community needs.

Collaborative partners include the following: Pinedale Elementary School staff, Pinedale Community Center (City of Fresno), Pinedale Optimist Boys and Girls Club, Fresno County Mental Health, Youth System of CARES, Central California Faculty Medical Group, St. Agnes Hospital, Fresno County Department of Social Services, Ronnie's Market, Clovis Adult School, Fresno Police Department, Seventh Day Adventist Community Services, Apostolic Church, and Pinedale School Parent Club.

Many direct services are located on the Pinedale Elementary campus. These include the **Health Center** where physicals, immunizations and treatment for minor injuries and illness are available for newborns and adolescent children. A pediatric nurse practitioner is on campus five days per week. The **Adult Education** school offers a wide range of courses to assist adults in learning English as a second language or in receiving their G.E.D. Family Wellness classes to promote strong family ties and resolutions to family problems are

offered. Over 90 families a month use the **Food and Clothing Distribution Center**.

Student intervention services are offered through the **Student Assistance Programs** coordinated by the school psychologist and Chapter I counselor. Support services include groups that focus on self-esteem and social skills, assertiveness training for shy and withdrawn students, and "Talking and Listening, Our Necessary Skills" (T.A.L.O.N.S.) where students work on communication and problem solving.

A bilingual therapist is at Pinedale Elementary one day per week to provide **Mental Health Services** for youth and adults. This therapist works closely with the student assistance program coordinator to identify and refer students to additional resources.

Neighborhood Watch and **Neighbors Against Graffiti** groups have been organized through CARES. Community members and business owners, the Boys and Girls Club, and the Fresno Police Department help coordinate these efforts. D.A.R.E. officers work with fifth- and sixth-graders and visit the school playgrounds at least once a week.

Student- and family-friendly programs

PROGRAM: **La Presa Middle School**
1993-94 U.S. Department of Education
Drug-Free School Recognition Program
Comprehensive Program Winner

CONTACT: Stephen Coover, Principal
1001 Leland Street
Spring Valley, California 91977
(619) 668-5720

AUDIENCE: Middle school-age students, grades 6- 8

OVERVIEW: *Of the 1,121 students at La Presa, 51 percent are eligible to receive free or reduced lunch and a total of 548 qualify for Chapter I due to low academic performance. In an effort to provide comprehensive prevention services, the school and community are working in partnerships in a variety of new and innovative ways. A paid Community Resource Coordinator organizes volunteer assistance, and a grant-funded family service program offers three levels of intervention, all designed to support and advocate the needs of youth.*

Planning: Student use and student needs surveys have been conducted regularly over the last three years. These assessments resulted in a three-year plan that first established a new "No Use" drug policy, then targeted increased staff development to build a student assistance team, and then focused on the needs of Asian American and African American students. Current efforts are directed at increasing parent and community involvement.

Program Description: All sixth-grade students receive the *Skills for Adolescence* program in their core classroom. Seventh- and eighth-grade students receive prevention education in their advisory classes. A *Natural Helpers* program was started in 1991.

Students in need of additional services are identified through a Student Study Team (academic and learning problems); Student Assistance Team (social, emotional or substance abuse concerns); and Assertive Discipline Plan (behavioral issues and suspensions). Support services include referral to outside agencies or peer/buddy programs or participation in student groups that target issues such as eating disorders, isolation, grief/loss, living in foster families, and gangs.

The "World of Difference" program supports Asian American and African American students through group counseling. There are also two new

multicultural clubs on campus. La Presa parents are offered four different parenting skills curricula, two of them in Spanish.

Community Alliances: La Presa Middle School has formed a partnership with a non-profit community counseling agency to develop a family service program funded through a School/Community Primary Prevention Project grant. Identified families are referred to three levels of intervention that include educational seminars on adolescent developmental issues, six- to eight-week small group multiple family support groups, and aftercare services.

Success Indicators: Staff training has resulted in more referrals to the student assistance program. Families participating in the School/Community Primary Prevention Project are given questionnaires that ask them to compare and contrast their child's behavior prior to and following the multi-family counseling. Parents reported gains in self-esteem, less defiant behavior, and fewer classroom behavioral problems.

Combining curricula with peer resources and teen theater

PROGRAM: **Gettysburg Elementary School**
1993-94 U.S. Department of Education
Drug-Free Recognition Program
Noteworthy Component Winner

CONTACT: Rick Talley, Principal
2100 Gettysburg
Clovis, California 93611
(209) 292-4178

AUDIENCE: Elementary school-age students, grades K-6

OVERVIEW: *Located in the Central Valley, Clovis is experiencing one of the fastest growth rates in California. The school recently went to year-round education in an effort to reduce class size. A comprehensive prevention program makes good use of students as resources. Extensive opportunities for peer helping and cross-age teaching make for a good mix of in-class curricula and activities and opportunities for positive involvement. Gettysburg Elementary has received recognition in three components: (1) Developing and Implementing a Drug Education and Prevention Program; (2) Educating and Training Staff; and (3) Working with Community Groups and Agencies.*

Developing and Implementing a Drug Education and Prevention Program: In the spring of 1986, Gettysburg school staff and parents began offering a variety of commercially produced drug education curricula. All students are taught the sequential *Here's Looking At You, 2000* program. Kindergartners and first graders also receive the McGruff materials, and youth in grades five and six are taught D.A.R.E. through the Clovis Police Department's School Resource Department.

A strong component of the Gettysburg program is the emphasis placed on peer helping and cross-age teaching. In one project, high school students meet weekly with students identified by the school psychologist. Additionally, junior high and high school students also meet with upper elementary kids for small group and individual interaction. A Teen Theater presents to fourth- through sixth-graders and performs the play, "Dangerous Strangers," to primary students.

A Family Wellness Program has recently been added to the menu of programs at Gettysburg. In this 12-hour program offered in six 2-hour sessions, parents come together in an informal setting to discuss topics such

as Parents in Healthy Families, Change in Healthy Families, and Sex, Drugs and You: Preparing Your Child for the Future.

Educating and Training Staff: In addition to being trained in the curricula offered in the classrooms, the majority of teachers have received instruction in working with children of alcoholics, gang awareness, family wellness and support, and anti-violence and conflict resolution. The staff has also had inservice training on suicide intervention.

Working with Community Groups and Agencies: Support for the programs at Gettysburg comes from a wide variety of community resources. The Clovis Unified School District has their own Health and Wellness Resource Center and a good referral system with community providers. This Center offers a variety of health-related classes including smoking cessation sessions.

The Clovis Drug Prevention Council consists of a broad-based coalition of school and community members and includes Gettysburg teachers and students. The Council sponsors over 27 different alcohol and other drug prevention activities, including the Teen Theater, Family Wellness Training and Community Awareness Newsletters.

Adults send strong message of support to students

PROGRAM: **Saticoy Elementary School**
1993-94 U.S. Department of Education
Drug-Free School Recognition Program
Comprehensive Winner

CONTACT: Nancy Bradford, Principal
760 Jazmin Avenue
Ventura, California 93004
(806) 641-5486

AUDIENCE: Elementary school students, grades K-5

OVERVIEW: *Saticoy Elementary School has twice received the honor of being named a California Distinguished School. The school was originally built in 1900 with the present building added in 1939 as a WPA project. The rural setting draws students from diverse backgrounds, yet the school enjoys strong community and family support from a stable population. The Board of Realtors recently coordinated four Saturdays of labor as part of a school beautification project.*

Planning: Saticoy teachers and counselors use informal and formal assessments to determine student needs. The Primary Intervention Program identifies children in kindergarten through third grade showing adjustment problems and poor school bonding. The school's student assistance program is also used as a reference for prevention and intervention strategies.

Program Description: The 534 students at Saticoy receive drug education in a variety of ways. Primary children in grades one through three are taught the *Beginning Alcohol and Addictions Basic Education Studies* (BABES) program. Identified kindergarten through third-grade students participate in the Primary Intervention Program, a collaborative effort with the Ventura County Mental Health Department. D.A.R.E. is offered to fifth-graders, followed by the Ventura Police Department's *BE COOL* program designed for middle school youth.

An average of 250 students a year participate in the school's student assistance program. Student support groups are usually six to 10 sessions each for no more that eight students. Two trained adults co-facilitate the groups.

Saticoy is adjacent to the Penfield School for physically disabled youth. This close proximity allows for many integrated classrooms and for peer helping programs. Cross-age "buddy programs" are available for fifth- and second-graders.

The staff at Saticoy have participated in many drug, safety, and anti-violence education and training sessions in the last three years. These sessions have included conflict resolution, cultural diversity, sexual harassment, and grief and loss. The majority of the staff have attended the five-day core student assistance and support group facilitator training sessions.

Community Alliances: Many agencies and organizations support prevention efforts at Saticoy Elementary. In addition to collaborative relationships with the Ventura Mental Health Department and Police Department, various local health care providers speak at the school on health-related issues. The local Lion's Club provides free eyeglasses for students in need.

Success Indicators: Saticoy administrators point to two key indicators. The results of the Primary Intervention Program evaluations reveal a significant increase in frustration tolerance, assertiveness, task orientation, and peer socialization. A second indicator is the 10 percent reduction in upper-grade self-referrals for the years 1990-93.

Job training, help for families, and easy-to-access counseling

PROGRAM: **Roosevelt High School**
1993-94 U.S. Department of Education
Drug-Free Schools Recognition Program
Comprehensive Program Winner

CONTACT: Jane Hammaker, Principal
4250 East Tulare
Fresno, California 93702
(209) 441-3777

AUDIENCE: High school-age students, grades 9-12

OVERVIEW: *Roosevelt High School is one of eight California schools participating in a three-year grant to implement drug-free school zones. As a result, the school has been able to initiate and enhance many prevention and intervention programs for youth and their families. The school has become a community safety net for the student body with more than 90 percent of Roosevelt youth participating to some extent in prevention services. These services range from alcohol and other drug education and community service to job training opportunities and conflict resolution counseling.*

Planning: Numerous state and district surveys have examined student use patterns, attitudes, and area demographics. Alcohol is the most commonly used substance, and use rates for crack/cocaine and PCP are higher than statewide averages. Roosevelt staff have used these assessments to plan, monitor, and modify program components. Increased funding has allowed the hiring of a drug-free school zone program manager to coordinate the comprehensive efforts.

Program Description: To support and accommodate the richly diverse student population, Roosevelt is comprised of many "schools within schools" that adapt curricula to fit student needs. In these settings, primary prevention curricula include *Here's Looking At You, 2000*, Prenatal Health and Substance Abuse, Family Life Training, and Peer Education Training.

A community-based organization, Comprehensive Youth Services, staffs the student assistance program. This SAP provides ongoing inservices for school personnel: facilitated student support groups in topics such as anger management, acculturation, and family relationships, and individual and family counseling. Students at feeder elementary and middle schools also have access to these services housed at Roosevelt.

Job training and work opportunities are also incorporated into the Roosevelt prevention program. Over 200 jobs have been made available to Roosevelt students through partnerships with area businesses. Youth have also worked with resident artists to create murals for school campuses.

Noontime, after-school, and summer youth activities involve many of the school's youth. These range from recreation/athletic programs to special assemblies and awareness campaigns that have targeted gang violence and multicultural issues.

A final major component at Roosevelt is family support services. Comprehensive Youth Services provides no-cost individual and family counseling, parenting classes, and parent support groups. These classes and services are offered in native languages when appropriate. Families are also encouraged to use the school staff as referrals to basic needs; for example, over 300 families have been helped through a home finder service.

Community Alliances: Roosevelt staff are very visible in the community, and the school enjoys strong support from both public and private agencies and organizations. One such example is the Tulare Merchants Against Graffiti which has joined the school to lobby for enforced curfews and citations for youth and adult "taggers." Roosevelt High has access to both a full-time police officer and probation officer when needed. The Roosevelt Volunteer Partnership recruits parents and community members to work at the school site. Last year over 200 people participated as volunteers.

Success Indicators: The following indicators point to progress in reducing alcohol and other drug use and school-based violence. Youth arrests for illegal substances and gang-related infractions have been reduced. Student use levels for alcohol are below state averages. Attitude surveys show that students feel safe at school and parent surveys demonstrate that families have confidence in the services and programs provided at Roosevelt.

Increased staff training strengthens prevention efforts

PROGRAM: **Keaau Elementary and Intermediate School**
1992-93 U.S. Department of Education
Drug-Free School Recognition Program
Noteworthy Component Winner

CONTACT: Lloyd Matsunami
P.O. Box 128
Keaau, Hawaii 96749
(808) 966-9313

AUDIENCE: Students in grades K-8

OVERVIEW: *This rural school on the big island of Hawaii faces many challenges. Youth are bused from as far away as 22 miles, and numerous parents are still students themselves struggling to find employment. Since 1991 Keaau's prevention efforts have centered on increasing teachers' knowledge and skills, providing positive role models, and establishing and maintaining a safe environment conducive to learning. Keaau Elementary and Intermediate School has received recognition for Noteworthy Components in the areas of (1) Implementing, Setting, and Enforcing a No-Use Policy; (2) Educating and Training Staff; and (3) Working with Community Groups and Agencies.*

Implementing, Setting, and Enforcing a No-Use Policy: Two separate discipline plans differentiate elementary from the intermediate. All students and parents are informed of the discipline plan, and the administration acts upon referrals within two days and works hard to keep the teachers informed of the consequences. Strict no-use and safe school policies are enforced with graduated responses for repeat offenses.

Fifth-grade students act as Campus Police Officers. These students, called CPO's, enforce playground rules, assist teachers with yard duty, and walk kindergartners back to class after recess.

The Keaau policies are frequently revised. The number of behavioral infractions, suspensions, and disorderly conduct referrals have dropped every year since 1990.

Educating and Training Staff: A faculty survey conducted in 1991 showed a need for increased staff development in alcohol and other drug education and strategies for school safety. Since that time the majority of the Keaau staff have received training in Lions' *Quest Skills for Growing*, AIDS, self-

esteem, conflict mediation, and signs and symptoms of alcohol and other drug use and abuse. Annual August retreats focus on team building, communication, trust, risk taking, cooperative learning, and interdisciplinary curriculum. Keaau teachers also accompany students to youth leadership conferences.

Working with Community Groups and Agencies: The local Lions organization works very closely with the Keaau community through sponsorship of the *Quest Skills for Growing* and *Quest Skills for Adolescence* programs. Many activities from these curricula require parent involvement, and the two programs serve as supportive ways to help families connect with the school.

Keaau also provides for a counselor/case worker to work with students in small groups on issues such as anger management and self-esteem. When additional counseling is required, the school arranges for financial assistance through the Queen Liliuokalani Trust fund. Further intervention services are provided through Alu Like, an agency that targets self-confidence and job skills.

The local police department supports the schools through D.A.R.E. and Positive Alternatives to Gang Education (PAGE). D.A.R.E. is taught to third- and fifth-grade students. PAGE is a required subject for all seventh-graders. It is taught by a trained uniformed officer and is designed to educate students about gangs and consequences of gang membership. An eighth-grade D.A.R.E. class is planned for 1993-94.

Something for everyone

PROGRAM: **Kailua Elementary School**
1993-94 U.S. Department of Education
Drug-Free School Recognition Program
Comprehensive Program Winner

CONTACT: Francine C. Fernandez, Principal
315 Kuulei Road
Kailua, Hawaii 96734
(808) 262-8564

AUDIENCE: Elementary school-age students, grades K-6

OVERVIEW: *Kailua Elementary School has not yet experienced a significant problem with alcohol and other drug use among their 547 students. The school's prevention program is based on the belief that children with confidence and coping skills will be prepared to confront temptation with courage and strength. A variety of curricula, peer leadership opportunities, and numerous positive youth activities are helping the diverse student population remain safe and drug-free. An aggressive effort to involve the community in prevention strategies has also contributed to the drop in student behavioral infractions.*

Planning: Since 1987, student attitude and use surveys developed and administered by Northwest Regional Educational Laboratory have been given to all Hawaii schools every two years. Sixth-grade students receive the survey at Kailua. Possession of tobacco has been the most serious problem in the school. School incident reports from teachers and counselors also show a picture of student restlessness and emerging needs not being met at home. Kailua staff use these indicators to develop a quarterly plan for the infusion of drug awareness and wellness themes into the curriculum.

Program Description: From planning to full implementation, Kailua has spent roughly four years to reach the present status of a comprehensive prevention program. The *Developmental Activities in Science and Health* (D.A.S.H.) program is integrated in all grades, and fifth-graders receive the D.A.R.E. program. In-class curricula are supplemented by peer leadership opportunities and positive student activities.

Kailua implemented a peer mediation program to address the increasing anger witnessed on playgrounds and in classes. Upper-grade students are trained in peaceful conflict resolution and work on both the upper and lower playgrounds. Over thirty students act as Junior Police Officers to provide safety supervision before and after school. The Big and Little Brothers and Sisters program provides cross-age tutors and special friends.

A student assistance program uses staff observation, journal writing, and child disclosures to identify youth in need of small group or individual counseling.

Annual events give the students a sense of tradition. These include the third-grade "Read-In" weekend sleepover at school, the fourth-grade Big Island trip, History Day where senior citizens share stories, and the end of the year celebration called Ho'ike when the entire Kailua community gathers as one. Parents and children are encouraged to suggest new ways to increase school and home partnerships. One such idea was the "Adopt a Whale" project. Each class raised money and the school received a national award from the Earthtrust Foundation.

Community Alliances: Following Desert Storm, the nearby Kaneohe Marine Corps Air Station adopted Kailua Elementary. Marines tutor students on a regular basis and voluntarily assist in training athletes for the school Field Day and district track meet. The state Parent Community Networking Center provides newsletters, classes, speakers, and support groups and takes an active role in planning and implementing prevention activities. The Family Peace Center, a community organization committed to nonviolence in families, counsels approximately 20 percent of the school population.

Success Indicators: School reports over the last three years show a consistently low incidence of policy infractions. Kailua staff believe that decisionmaking skills and practice, cooperation, mediation, and self-esteem building have all contributed to a healthier and more confident student body.

School community includes Air Force volunteers

PROGRAM: **Horace Meek Hickam Elementary School**
1993-94 U.S. Department of Education
Drug-Free School Recognition Program
Comprehensive Winner

CONTACT: Lois H. Matsuda, Principal
Manzelman Circle
Honolulu, Hawaii 96818
(808) 422-5353

AUDIENCE: Elementary school-age children, grades K-6

OVERVIEW: *Hickam Elementary is a Hawaii public school located on Hickam Air Force Base adjacent to the Pearl Harbor Naval Shipyard. Many of the 780 students come from highly transient families who are connected to the United States Air Force, Army, or Navy. This has resulted in significant differences in levels of achievement and maturity throughout the grade levels. Working with these special needs, instead of against them, Hickam Elementary has developed a comprehensive prevention program that enjoys the support of staff, students, and families.*

Planning: In the fall of 1987, 94 sixth-graders participated in a state-wide Student Alcohol and Drug Use Survey analyzed by Northwest Regional Educational Laboratory. The survey showed that a small number of students used tobacco, almost half had consumed alcohol, and approximately 15 percent were from families where alcohol and other drugs were abused. The initial prevention planning team consisted of school personnel; each year this group has expanded to include more community and parent members and representatives from the Air Force.

Program Description: Hickam's drug education program focuses upon four areas: (1) student self-esteem; (2) social, problem solving and decision making skills; (3) knowledge about drugs and their effects, and (4) students with challenges that place them at risk of unhealthy behaviors.

All classes at Hickam use the *Project CHARLIE* materials which emphasize self-esteem, life skills, and knowledge. The Honolulu Police Department and the Hickam Air Force Base Security Office teach the D.A.R.E. program as part of the fifth-grade curriculum. Students in grades three through six use the Youth Development Project's Social Skills and Cooperative Learning Program to learn how to communicate more effectively and to work together in collaborative ways.

Student-initiated activities and recognition programs offer positive activities for everyone. Beginning in 1990, the Smoke-Free Class of 2000 has sponsored a creative new project each year. These projects have included two stage plays, a mini-Olympics to promote physical health, and a video advertisement. Quarterly awards assemblies honor academic achievement and citizenship, and individual classes offer many additional ways to acknowledge student success.

Student assistance interventions include counseling, behavior management programs, after-school tutoring, and intramural sports for special needs students who need additional nurturing and support.

A Hickam school parent coordinates the Parent Community Networking Center that offers numerous activities designed to help parents be actively involved with the school and their children. At least once a month a parent/child or family activity is offered. Hickam was one of four elementary schools to represent Hawaii in *Redbook's*, "America's Best Schools Project" in 1992.

Community Alliances: The effectiveness of the Hickam program is attributed to the sum of many parts, and community partnerships are critical. The Air Force Family Support Center, Social Action Office, Base Security Police, 1957 Communication Group, and Officers' Wives Club all contribute time and resources. Many other private and public agencies and organizations help with funds, educational materials, publicity, and volunteers.

Success Indicators: Student surveys show a decrease in "at risk" behavior and an increase in knowledge about drugs and their effects. Achievement test scores and attendance data have also improved in the last six years. Parent and community involvement at the school is increasing. During the 1992-93 school year, 225 parents attended 12 workshops. Over 350 adults joined with their children to attend Hawaiian Culture Night.

Eclectic mix of content and process stresses self-esteem

PROGRAM: **He'eia Elementary School**
1993-94 U.S. Department of Education
Drug-Free School Recognition Program
Comprehensive Program Winner

CONTACT: Susan Young, Principal
46-202 Haiku Road
Kaneohe, Hawaii 96744
(808) 235-6316

AUDIENCE: Elementary school-age students, grades K-6

OVERVIEW: *He'eia Elementary is located in the Windward District on the island of Oahu. Kaneohe has grown extensively in the past ten years and the students represent diverse cultures and economic backgrounds. The core philosophy behind the He'eia prevention program is to provide opportunities for children to feel motivated, set goals, solve problems, make good decisions, and feel good about themselves. The school endorses an eclectic approach that targets the* **process** *of how kids learn as well as the* **content** *of what they learn.*

Planning: Formal and informal assessments include state student use and attitude surveys and teacher, parent, and student observations. The present guidance and prevention plan was formally developed in the 1989-90 school year in response to the high number of reported discipline referrals, the majority being for fighting, insubordination, and disruptive behavior. From the beginning of prevention planning, there has been a concerted effort by all members of the school community to reduce the numbers of violent confrontations and to increase positive activities that would develop school spirit and pride.

Program Description: He'eia school personnel place a high value on producing well-adjusted and productive individuals who have positive self-concepts and the skills and knowledge to become responsible members of the communities where they live. This philosophy determines the materials, skills, and methods for instruction at the school. Staff have selected programs and activities that foster these skills and many are produced locally to take into account the cultural, geographical and economic status of the school community.

Health and prevention lessons are integrated in all subject areas. Many different learning processes are used to facilitate teaching the school's drug

prevention curriculum. In the early grades concentration is on self-esteem and sensitivity to others. Effective decisionmaking skills are practiced in the content areas as well as on the playground through conflict mediation procedures and peer helping. Cooperative learning activities are woven throughout the core curriculum to give youth the opportunity to learn and practice skills in interpersonal relationships, tolerance of others, and responsibility and goal setting.

Role playing and planning and performing skits give students valuable experience in saying "no" and resisting peer pressure. Children are taught how weighing decisions when doing math problems can be similar to weighing decisions in their personal lives. All fifth-graders are taught the D.A.R.E. program through the Honolulu Police Department. The Peer Mediation Program and Junior Police Officer Program are offered to students in grades five and six.

Specific activities to promote student empowerment and build self-esteem include the Super Hawk and Special Awards program to honor students who are positive role models, the Kids and Drugs Project for grade four through the Hawaii Bar Association's Young Lawyers Division, and the AGT Peer Tutoring Program.

Community Alliances: The school coordinates and collaborates with many community groups, businesses, and organizations in planning and executing school drug prevention and safety programs. These include, but are not limited to, the Honolulu Police Department which coordinates five major programs, and the adjacent Windward Mall where employees have adopted He'eia Elementary and sponsor activities such as the He'eia Family Night.

Success Indicators: Incident referrals have gone from a high of 846 in 1989-90 to a low of 314 in 1990-91. Student use surveys for sixth-graders continue to show growing percentages of low to no drug use. Sixth-graders continue to report that the school is their most important source of information about the dangers of drugs and alcohol.

Peer educators get good results

PROGRAM: **Waimea High School**
1993-94 U.S. Department of Education
Drug-Free School Recognition Program
Comprehensive Program Winner

CONTACT: Gary Kitabayashi, Principal
P.O. Box 339
Waimea, Kauai, Hawaii 96796
(808) 338-1717

AUDIENCE: High school-age students, grades 9-12

OVERVIEW: *Over 90 percent of the 800 students at Waimea are Native Hawaiians, Pacific Islanders, and Asians. Students come from the entire west Kauai area, about 25 miles in length. Many of the population work in sugar production. Waimea is also 26 miles from the closest town; this geographic isolation contributes to a stable community where many young families and their children have family ties with others in the school. Waimea exemplifies the concept of youth helping youth. The Peer Education Program forms the core of their prevention program which also includes materials specifically designed for Native Hawaiian populations.*

Planning: State student use and attitude surveys are conducted every two years for all 10th- and 12th-graders. Alcohol, tobacco usage, marijuana, inhalants, and cocaine are the drugs most commonly mentioned on the surveys. The Waimea Drug-Free Program began in 1986 with extensive staff training. Components have been added each year.

In 1987 the Peer Education Program (PEP) began as a way to provide accurate information to the students, parents, and community. A state initiative, PEP is designed to create "helping networks" at school sites (see *Sharing Your Success, Volume I)*. Site-based adult PEP coordinators train PEP student educators in over 30 hours of classes, retreats, and workshops. Peer Educators receive instruction in topics such as problem solving, stress, suicide, substance abuse prevention, conflict mediation, and self-esteem. Waimea Peer Educators do class presentations in all these areas and also present to teachers and parents. Typically, the student lessons are followed by writing or problem-solving exercises led by classroom teachers.

Waimea combines the Peer Education Program with lessons and materials from the Native Hawaiian Drug-Free Schools and Communities Program (see *Sharing Your Success, Volume I)*. This program has developed numerous Native Hawaiian-specific materials and strategies that are used extensively in Hawaiian schools.

The Waimea student assistance program is called the CARE program. Identified students can participate in group or individual counseling and attend eight different support groups that operate during class time.

Positive student activities and youth leadership programs include SHOUT (Students Helping Out) and the Bionic Menehune Drug-Free Club. These organizations plan Drug-Free Fun Nights and quarterly social and recreational events. Waimea athletes participate in the PATCH program where, together with their families, they receive additional alcohol and other drug awareness information.

Community Alliances: Private and public agencies and organizations are represented on the Waimea Drug-Free Executive Board. This group plans, organizes, and implements many of the prevention and youth activities. Law enforcement provides information on substance abuse and gang prevention to parents, students, and teachers. Many community employers stress an alcohol and other drug-free philosophy to their student employees, further encouraging a community norm of positive preventions.

Success Indicators: The most recent state-administered student use surveys show a decrease in the use of illicit drugs and a decrease in the use of beer and tobacco. Class A, B, and C offenses for the past four years have also shown a general decline.

Using nature to enhance life skills

PROGRAM: **St. Stephens Indian School**
1993-94 U.S. Department of Education
Drug-Free School Recognition Program
Comprehensive Program Winner

CONTACT: Robert Stearmer, Elementary Principal
Carl Baxter, High School Principal
P.O. Box 345
St. Stephens, Wyoming 82524
(307) 856-4147

AUDIENCE: American Indian students grades K-12

OVERVIEW: *First established as the St. Stephens Mission school by Jesuit priests in 1890, the newly built St. Stephens Indian School is located on the Wind River Indian Reservation, home to the Arapaho and Shoshone tribes. Challenged by an unemployment rate of 70 percent and high rates of alcoholism among youth and adults, St. Stephens has adopted an adventure-based program that allows for sensitivity to cultural values and use of the lands around Wind River.*

Planning: The National Adolescent Health survey has been administered to students in grades seven through 12 in the years 1988, 1990, and 1992. These surveys continue to show that the most serious problems for St. Stephens students result from alcohol abuse by family members and by high school students.

Program Description: The Project Pride ropes course is the main component of the St. Stephens drug-free schools program. Holistic in nature, Project Pride is designed to present prevention through education and family activities that empower individuals with the skills necessary to face challenges.

In this adventure-based program, participants work through a series of games, problem-solving activities, high climbing activities. A trained facilitator using adventure-based counseling skills leads the group. Using a nurturing model, rather than concentrating on negative behavior, students act on their feelings and get involved in a task instead of sitting in a group talking about it. Facilitators report that this process allows the students to give and receive honest feedback, to always try, and to keep each other safe, both physically and emotionally.

Project Pride is supplemented by the *Here's Looking At You, 2000* curriculum. School personnel believe that the combination of these two programs allows a sensitivity to cultural values and cultural beliefs in nature.

A student assistance program operates through the INSITE team that works with identified students in support groups that include Teen A.A., Alateen, and Aftercare. Peer counseling is used with youth in grades six through 12. St. Stephens children also participate in Pow Wows, and youth leadership conferences.

Community Alliances: Many parents participate in Project Pride classes and outdoor activities and additional classes such as Parents and Adolescents Can Talk (see *Sharing Your Success, Volume I)* are well attended. Agencies such as the Wind River Youth and Family Coalition and Wind River Health Promotion provide family conflict resolution and health information assistance. Law enforcement instructors teach D.A.R.E. and participate in ropes courses; they have scheduled youth summer camps for 1994. Officers have also conducted parent sessions on gangs and Satanism.

The St. Stephens community has held sacred paint ceremonies, and elders continue to visit school and counsel students.

Success Indicators: Data collected over the past two years show a drop in the number of tobacco, alcohol, and other drug incidents. Discipline and suspension rates are down and the number of community people and organizations involved in the Project Pride program continues to grow. Numerous schools and community groups from the surrounding area have come to the Wind River Reservation to use the Project Pride outdoor materials. This sharing of resources has helped develop individual, school, and community pride.

Section 6

Institutes of Higher Education

INSTITUTES OF HIGHER EDUCATION

Colleges and universities are offering more and more prevention and intervention services each year. Institutes of Higher Education (IHEs) work with businesses, student housing facilities, and student health services to provide a menu of support designed to reduce alcohol and other drug use on campus and to ensure a safe campus.

Many IHEs also serve as clearinghouses of information, focused on helping students and citizens in particular regions. Often these resources are available to people who work with children of all ages.

An established program establishes new directions

PROGRAM: **The Wyoming Chemical Abuse Research and Education (CARE) Program**

CONTACT: Ken Coll, Program Director
P.O. Box 3374 Univ Station
Laramie, Wyoming 82071-3374
(307) 766-4119

AUDIENCE: Wyoming citizens and prevention programs

OVERVIEW: *The CARE program has a long history of reaching out and meeting the needs of the citizens and prevention programs of Wyoming. The program functions as a clearinghouse for bulk materials and as a Regional Alcohol and Drug Awareness Resource (RADAR) Network communication center. A recent re-evaluation of CARE's overall mission has resulted in a long-term plan to increase delivery of alcohol and other drug information and training to schools, institutes of higher education, and community prevention workers in the state of Wyoming.*

Planning: Initially the CARE program was intended to deliver alcohol and other drug information to the schools, provide professional summer training, provide access to prevention videos, and circulate a newsletter three times a year. The CARE coordinator also established a curriculum on alcohol and substance abuse prevention programs at the Learning Resource Center in the College of Education at the University of Wyoming.

In an effort to increase visibility and services, the CARE Task Force met in spring 1993 to develop 20 goals for revitalizing the CARE program. A needs assessment was mailed to 1,561 recipients of the program's newsletter, *Wyoming Prevention Pipeline*. A total of 181 surveys were returned. Task Force work has resulted in a reorganization of the program which began in September 1993.

Program Description: In addition to instituting an advisory board and increasing accountability procedures, some of the short- and long-term goals of CARE include the following:

- Providing support to the Casper College addictions program.
- Establishing a 1-800 number to make it easier and more economical to establish contact with residents around the state. The number is 1-800-895-1121.
- Displaying clearinghouse materials at booths at county fairs.
- Providing more on-campus and state-wide presentations.

- Developing a partnership with Wyoming school librarians.
- Hosting or coordinating specialized on-going annual training for Wyoming School District Drug-Free Schools and Communities Coordinators and Student Assistance Team members. A workshop is targeted for July 1994 with trainers from the Western Regional Center for Drug-Free Schools and Communities.
- Hosting or coordinating specialized training for on-going professionals in specialized areas. Plans are to co-host with the Psychology Department a one-day workshop for Community Mental Health Centers on Intensive Out-Patient Treatment.
- Increasing contact with Drug-Free Schools and Communities Coordinators, D.A.R.E., Youth Alternatives, public health, law enforcement and the Air National Guard Drug Reduction Force.
- Improving the CARE newsletter *Wyoming Prevention Pipeline*.
- Creating and maintaining a state-wide data base on alcohol, tobacco, and drug information and referral.
- Creating user-friendly video, library and publication lists.
- Mailing preview packets of new materials to Drug-Free Coordinators and all other agencies that regularly order materials.
- Creating bachelor's, master's, and doctoral practicum and internship sites with the CARE program.
- Circulating Western Regional Center for Drug-Free Schools and Communities materials and publications to interested parties.

These goals have been designed to incorporate utilization of campus and community resources to increase the visibility and use of the CARE program resources. Many of these goals have been or are in the process of being implemented.

Wyoming residents are encouraged to call the CARE program for more information.

Section 7

District, County, and State Initiatives

DISTRICT, COUNTY, AND STATE INITIATIVES

Federal, state, and local legislation has provided many resources for schools and communities. These initiatives have made possible county and district consortiums to better utilize funds and teacher training opportunities and have created state prevention networks that support schools through technical assistance and help with completing applications for program funding.

A state prevention network responds to local needs

PROGRAM: **Healthy Kids, Healthy California**

CONTACT: Shirley Holder Hazlett, Administrator
California Department of Education
721 Capitol Mall, 3rd Floor
Sacramento, California 95814
(916) 657-2810

AUDIENCE: California youth, families, and communities

OVERVIEW: *Healthy Kids, Healthy California is an extensive state network that links school reform and health to develop strategies and programs that encourage students to become healthy, responsible, and productive citizens. The network includes 11 regional centers that offer workshops, trainings, resources, and program needs for addressing local and regional concerns.*

Planning: The Healthy Kids, Healthy California Centers began in April 1990, when a survey of county offices of education and local school districts requested a more comprehensive health and prevention approach to the mental and physical health needs of California children. Using the framework outlined in the California Department of Education's guidelines, *Not Schools Alone*, the program is based on an integrated approach to strengthening protective factors for children of all ages.

Program Description: All 11 Healthy Kid Centers are located in county offices of education and provide technical assistance in planning, operating, and promoting health and prevention programs. The major activities of the Centers include:

Professional development workshops and trainings. These take place in northern and southern California on an ongoing basis as needs are identified and requested. All schools at all age levels participate. Depending on the subject matter, the audience is selected by the needs identified. Trainers come from state and local agencies and include staff from the Western Regional Center for Drug-Free Schools and Communities.

Technical assistance for D.A.T.E. application for program funding. The Drug, Alcohol and Tobacco Education (D.A.T.E.) application utilizes several sources of state and federal categorical funding. The application asks districts to focus on risk factor reduction and promotion of protective factors when planning comprehensive prevention programs and strategies.

Technical assistance takes place year round, with emphasis in the spring. Technical assistance workshops are provided to county and district staff administrators and D.A.T.E. coordinators who have the responsibility for completing the application.

Community Alliances: The comprehensive prevention model endorsed by the Healthy Kids Centers calls for an integrated model with planning groups representing students, school staff, law enforcement personnel, parents, community leaders, business interests, health care providers, and community organizations. Trainings and technical assistance emphasize this collaboration where all groups share the responsibility for planning, funding, and implementing prevention strategies and programs.

Key to Success: Strong support and commitment from the California Department of Education, combined with the collaborative efforts of schools and communities throughout the state, have resulted in a prevention network that is producing efficient and cost-effective training and technical assistance to hundreds of teachers. Administrator Shirley Holder Hazlett also believes that a heightened public concern, availability of state and federal funds, and new technology in the prevention field contribute to the success of the program.

Staff development in valuing diversity

PROGRAM: **"Building Bridges": A Training of Trainer Model for Professional Development of Cultural Diversity**

CONTACT: Lois Beachy, Drug, Alcohol, Tobacco Education Coordinator
Eureka City Schools
3200 Walford Avenue
Eureka, California 95501-4087
(707) 441-2422

AUDIENCE: Teachers and students, grades K-12

OVERVIEW: *Eureka is a rural district on the coast of northern California with a K-12 student population of 6,000 and a total staff of 800. Changing demographics have resulted in a shift of student populations. Today 24 percent of the students are non-Caucasian. Six percent of the teaching staff is non-Caucasian. Building Bridges began as a model for providing inservice training on cultural diversity to all staff in the Eureka City Schools. It has since expanded to impact all elements of schooling in valuing different cultures and people of all ages.*

Planning: In the early 1990s a school-community multicultural task force was established to address the changing nature of the community and what was perceived as a less-than-friendly atmosphere for growing diversity. Two top priorities were set: providing inservice for school staff and creating an education for students that is truly multicultural. Building Bridges was designed to address the first goal and has, in several unanticipated ways, begun to address the second.

Program Description: Beginning in March 1993, Eureka teachers and students have participated in the following: (a) Western Regional Center for Drug-Free Schools and Communities diversity workshop; (b) student retreat using adaptations from diversity workshop; (c) Western Regional Center for Drug-Free Schools and Communities training of trainers workshop; (d) four inservices for staff at Eureka High School; and (e) a gang intervention retreat, again using adaptation from the diversity workshop. By June 1994, 50 percent of the staff had received staff development in diversity.

June 1995 is the target goal for completion of training of all school staff. By this date a framework for multicultural education will be proposed, and cross-cultural work with youth will be ongoing.

Throughout the diversity trainings, a team approach and cross-sector ownership have been utilized. Teachers, parents, counselors and local

university personnel have all participated. The initial trainings have had several unanticipated applications with students.

In May 1993, the high school principal brought together student representatives of all the formal and informal groups on campus to begin addressing cultural issues. Activities and processes from the diversity workshop were used successfully to help students begin to share cultural information about themselves. In October 1993, a shooting of a student again prompted the high school principal to host a student retreat where the involved cultural groups elected to make a truce and began talking with one another.

Community Alliances: Eureka City Schools follow a comprehensive model linking school, community, and families. Some of these linkages have been accessed on behalf of diversity training efforts. Parent meetings for Lao, Hmong, and Hispanic families have taken place at the high school. The schools also have strong working relationships with local law enforcement and utilize the diversity expertise at the local university.

Key to Success: Eureka's model can be replicated in other settings. School staff believe that the slow and careful start paid off in the long run. A small group of key stakeholders received the initial training, and then community outreach resulted in a cross sector team that was trained as trainers. This early training team field tested the training and redesigned a training plan that was uniquely theirs.

According to Kathy Whealdon, a Western Regional Center trainer who worked with Eureka, the field test strategy was a turning point in the success of the program. "While the Western Regional Center continues on as consultant and coach," says Whealdon, "it is clear who has the ownership of the program. The trainings have been a classic example of transferring technology and empowering the local site."

Training and technical assistance for Orange County schools

PROGRAM: **Counselor Training Program (CTP)**

CONTACT:
Virginia Brady Benefiel
Coordinator for Health and Wellness
Orange County Office of Education
200 Kalmus Drive
P.O. Box 9050
Costa Mesa, California 92628-9050
(714) 766-4307

AUDIENCE: Orange County school district teachers and school employees

OVERVIEW: *The Counselor Training Program (CTP) provides training and technical assistance to 28 Orange County school districts. District Drug, Alcohol and Tobacco Education (D.A.T.E.) coordinators help identify training needs and work with CTP staff to tailor and deliver services to area schools.*

Planning: The Counselor Training Program began in August 1992. District D.A.T.E. representatives, school personnel, school nurses and guidance counselors were surveyed as to training needs and objectives. A CTP Advisory Council of district and county prevention personnel helps coordinate and administer the program.

Program Description: D.A.T.E. coordinators relay training needs to CTP staff. Current issues of concern and targeted training include the following: gang violence, suicide, conflict resolution, anger management, non-violent crisis intervention; prejudice, and multicultural issues. Training and assistance in group facilitation are also high priorities.

Once training needs are identified to CTP, staff work with individual school personnel to help customize training. Workshops are scheduled around district calendars. CTP also serves as a clearinghouse for resources and print media, with several technological components to facilitate county-wide collaboration.

Community Alliances: The Counselor Training Program coordinates and maintains an active connection with many private and public prevention and youth-serving agencies. CTP training is available to these groups, and representatives from local groups also act as CTP trainers.

Success Indicators: Evaluations are done at each training and at year end. These assessments indicate that teachers feel more comfortable in program implementation and service delivery after CTP workshops. Participants in CTP trainings also request further trainings for their schools, districts, and agencies.

Key to Success: Coordinator Virginia Brady Benefiel believes because CTP constantly monitors the needs of districts and schools, the program is able to respond with quality training designed to meet participant wants. New workshops and services are developed in a timely manner. Benefiel believes the program can be replicated elsewhere, and especially in urban areas where trainers are local and other grant-funded programs are available to access inexpensive trainings.

Home visits and friendly rapport help keep kids in school

PROGRAM: **Truancy Reduction Program (TRP)**

CONTACT:
Steve J. Hageman, Coordinator
Substance Abuse Prevention Education
Kern County Superintendent of Schools Office
5801 Sundale Avenue
Bakersfield, California 93309
(805) 398-3757

AUDIENCE: District students, grades K-12 with chronic school absences

OVERVIEW: *The Truancy Reduction Program is part of a county prevention consortium that pools dollars and people together to strengthen youth and families. Personalized home visits, often with clothing and friendly advice, characterize this program designed to help children reduce chronic absences.*

Planning: The Kern County Substance Abuse Prevention Education Consortium is composed of 37 K-12 school districts in Kern County that work together to pool resources and efforts (see *Sharing Your Success, Volume I).* The Truancy Reduction Program was unanimously approved by all consortium superintendents in 1989 as a means to reduce excessive unexcused and excused absences and tardiness. A partnership with the probation department was formed because many of the targeted youth and their families were already involved with this agency. The program now serves 100 schools in 34 county school districts. Supporting funds comes from federal and state prevention grants.

Program Description: Students eligible for TRP must have four or more absences or tardies. Consortium member schools complete and document attendance and previous intervention efforts and forward this information to two deputy probation officers who administer the program.

The TRP probation officers make a minimum of four face-to-face contacts with the student and families. The officers document each contact and send the information back to the referring school. "Our goal is to establish rapport with the family. Our badge is helpful, but making consistent contact is what works," says TRP Officer Lonnie Stockton. This contact can involve incentive awards that include alarm clocks and bicycles as well as clothing.

During the 1992-93 school year, the probation officers handled more than 650 children's truancy problems, made 943 home visits, visited the schools

1,300 times and held more than 2,300 conferences with children. They have found that children are kept home for a variety of reasons and excuses, most commonly because of head lice, parents waking up too late, being used as an interpreter for the parent, staying home to baby-sit for younger siblings, or simply skipping school.

The Truancy Reduction Program is now tracking the average daily attendance figures to show gains and losses of pupil revenue.

Community Alliances: Deputy Probation Officers utilize a variety of local and county resources to assist youth and families. Referrals are commonly made to Youth Connection, a non-profit agency that helps children with physical, psychological, social, dental and medical needs. Community service organizations such as Lions and Rotary, as well as Probation Auxiliary County of Kern (PACK), provide money and articles for incentives and student recognition.

Success Indicators: Program assessment information is available on caseload numbers. In addition to the numbers cited above, statistics are kept on transports to Juvenile Hall, District Attorney referrals, transports to school, and reports made to Child Protective Services. Program officials believe the program is having success in keeping students in school.

Key to Success: Substance Abuse Prevention Education Coordinator Steve Hageman concurs with Probation Officer Stockton that home visits are the key to this program working effectively. He also adds that "open dialogue and the sharing of a common vision" enable this huge project to run smoothly.

Section 8

Curriculum

CURRICULUM AND STAFF DEVELOPMENT

All schools are mandated to provide alcohol and other drug prevention education for students. Comprehensive programs tend to expand the actual "teaching" of prevention to include special curricula targeting specific needs.

Summaries in this section include descriptions of a conflict resolution program, a video-based curriculum for families, and a program designed for students challenged by learning and behavioral problems. A chess program for students and materials designed to help youth counter the effects of the media are also described.

Target: Youth with learning and behavior problems

PROGRAM: **Future Quest**

CONTACT:
Bobbie J. Atkins, Project Co-Director
The Interwork Institute
5850 Hardy Avenue, Suite #850
San Diego State University
San Diego, California 92182-0163
(619) 594-1569

AUDIENCE: Students with learning and behavior problems in grades 3-8
Materials have been modified for at-risk students in grades 9-12

OVERVIEW: *Youth with learning and behavior problems are particularly vulnerable to substance abuse. Future Quest was developed to teach students with social and emotional disabilities the skills to lead alcohol and other drug-free lives. The materials have been used with students in grades three through eight, in alternative education classrooms, and in a non-profit shelter for homeless children and their families. The one-semester instructional program also includes parent support and involvement strategies coordinated by family support specialists.*

Planning: Future Quest began in July 1991. Project goals were based upon a review of the literature on prevention programs for youth with behavior and/or emotional challenges and a needs assessment provided by selected school personnel. A team approach was utilized in the program development. An advisory committee brought together representatives from business, education, and the community. In addition to health, education, and prevention professionals, a parent of a child with behavior problems and a former special education student participated. Future Quest is partially funded through the Drug-Free Schools and Communities program.

Program description: The Future Quest program consists of three major components, each with its own target audience:

Classroom Instruction—Over 100 lessons are taught three times a week for approximately 40 minutes per lesson. Reading demands are minimal and include five key content areas: problem-solving/rational behavior skills, knowledge about drugs and their effects, healthy lifestyles, family dynamics, and social skills.

Teacher Training—Training sessions were offered to special education teachers, specifically teachers of students with behavior disorders. Counselors, school psychologists, and alternative education teachers were

also trained. Training includes a 16-hour orientation to Project CODE (Collaborating on Drug Education) (see *Sharing Your Success, Volume I)* and a 12-hour training on family dynamics.

Parent Support and Involvement—All parents, guardians, or interested family members of students involved with Future Quest receive information and support by program staff. Workshops are held twice a year where families discuss issues relating to prevention and self-esteem and learn how and where to get help. Informal parent networks help them discuss common parent concerns.

Community Alliances: Future Quest is a collaborative project which continually draws upon families, schools, business, and community. The advisory committee enlists the expertise of a wide range of individuals with experience in substance abuse prevention, organizational management, family dynamics, and special education.

Success Indicators: Formal and informal evaluation procedures have been used. Data have been collected on the pre- and posttest gains of students who received instruction in the five content areas. Data analysis showed positive gains in each area of instruction. Anecdotal accounts also demonstrated progress, particularly problem-solving skills and social skills such as "Avoiding Trouble with Others."

Key to Success: Program developers state that the solid backing of the administration of the initial pilot school site was central to the success of the entire project. Another strength according to Dr. Bobbie Atkins, project co-director, is the Future Quest curriculum and the 100 lessons specifically designed for special needs youth. Low reading demands make the program accessible to youth with low reading levels. Dr. Atkins believes that with administrative support, teacher commitment, and parental consent and support, the program can and should be replicated in any public or private educational setting.

Their schedules, their homes, their privacy

PROGRAM: **Families for Prevention**

CONTACT: Steve J. Hageman, Coordinator
Substance Abuse Prevention Education
Kern County Superintendent of Schools Office
5801 Sundale Avenue
Bakersfield, California 93309
(805) 398-3757

AUDIENCE: Parents with children in grades 3-5

OVERVIEW: *One of the most difficult problems faced by educators today is how to more effectively and supportively involve the home in the educational process. Families for Prevention is an in-home, video-based program designed to assist families in assuming a more informed and active role in the prevention of alcohol and other drug use by their children. The program runs for a three-year period ending with a written synopsis at grade six. A high percentage of parents report that they saw helpful ideas on the tapes, and over half reported that they may consider "changing things" as a result of watching and learning.*

Planning: The Kern County Substance Abuse Prevention Education Consortium is composed of 37 K-12 school districts in Kern County that work together to pool resources and efforts (see *Sharing Your Success, Volume I)*. In January 1991, Families for Prevention was approved by all consortium superintendents as a way to meet the needs of parents without their having to physically be present at the school site or some other location for a parent education series. Federal and state prevention funds support program implementation.

Program Description: The program consists of three units, one for each grade, three through five. Materials are available in both English and Spanish. One person from each school site receives a half-day training that provides program overview, materials, and procedures for assessing progress.

The first unit of the program, "Video Test," is for use by families of students in the third grade. Viewed in the privacy of the home, it is self-scored by the viewers. There are twenty "yes and no" questions. Scoring is done at the end of the video and is designed to give the parents/guardians an assessment of the risk in their family. Suggestions are made for further action based on the outcome of the scoring. Many school districts provide the telephone numbers of local assistance agencies.

"Parenting Principles" is the title of the second series viewed by fourth-grade parents. This tape provides solution-oriented actions families can take to reduce the risk of their children using alcohol and other drugs. Five episodes dealing with common family situations are presented in the video. Each one relates to one or more of five basic principles of teaching family values.

Examples include: teaching your child to manage appropriate responsibilities; understanding that what you do is often more important than what you say; and trusting your instincts. Several options are given for each situation, and the viewer is asked to determine which option would be best. H. Stephen Glen comments on each "best answer" and explains why some options seem to work better than others.

The third unit is entitled "Practical Prevention." Parents of fifth-graders learn the necessary tools and preventive measures such as family meetings and suggestions on what to do when "first use" by a child is suspected. A written summary of the principles presented over the three-year period is provided in booklet form to families when their students reach the sixth grade.

Success Indicators: An evaluation summary of one consortium school district reports on a total of 331 classes and teachers who participated during the school year 1992-93. Some 8,811 tapes were sent home and a total of 7,261 evaluations were returned. Ninety-eight percent of the families viewed the tapes, 76 percent saw one or more ideas that may prove helpful, and 55 percent stated that they may consider changing things as a result of the video.

Key to Success: Consortium coordinator Steve Hageman says, "Simply, the key to the success is the people. The site person must empower the staff, who in turn empower the students, who in turn empower the parents to view and return the materials." Everyone can get involved in this program, and the materials are accessible to parents around their lives and work schedules, not just during school hours.

The program is easily replicated, and Hageman suggests contacting schools who have successfully done so. Families for Prevention is available from: Experience Education, 4944 South 114th Street, Omaha, Nebraska 68137, 1-800-477-4236.

Media savvy for middle school students

PROGRAM: **AdSmarts**

CONTACT: Mary Jo Scarpelli, Sales Manager
corVISION Media, Inc. (licensed distributor for Scott Newman Center)
1359 Barclay Blvd.
Buffalo Grove, Illinois 60089
(707) 537-3100

Scott Newman Center
6255 Sunset Blvd. Suite 1906
Los Angeles, California 90028
(800) 783-6396

AUDIENCE: Middle school students

OVERVIEW: *The AdSmarts curriculum asks students to explore the media's overrepresentation of the prevalence of alcohol and cigarette use. Utilizing youth's natural interest in the media, the program teaches both media savvy and the dangers of alcohol and tobacco. Students also learn ways to change or get media attention to problems in their communities.*

Planning: AdSmarts is an outgrowth of the Scott Newman PSA Project that teaches students how to make their own public service announcements with a focus on alcohol and other drug awareness. To the surprise of the Newman Center staff, the PSA program quickly became a staple in many television production classrooms across the country.

Teachers using these materials reported that many of the youth that sought out these media lab classes were those most at risk for manipulation by alcohol and tobacco advertisers. AdSmarts was developed to empower youth "not to be a sponge" for every media message. A development advisory panel featured a variety of nationally respected health educators and public interest advocates. Program materials were piloted in fall 1993.

Program Description: AdSmarts is designed to be implemented in middle school classroom settings. There are five modules:

(1) Module A: How Media and Advertising Work
(2) Module B: Alcohol Advertising and Dangers of Alcohol
(3) Module C: Tobacco Advertising and Dangers of Tobacco
(4) "Best Of" Alcohol and Tobacco Advertising
(5) Media Action: Billboards to Press Conferences

Each module contains print and video materials. Students learn about advertising "hooks," production techniques, and media construction. All materials are designed and chosen to demonstrate the power of the media in alcohol and cigarette advertising and how this power can influence use.

AdSmarts is currently in use with schools, residential treatment programs, peer counseling programs, and in juvenile justice agencies.

Success Indicators: A total of 780 students in 13 California schools piloted the materials from February-April, 1993. Evaluation reports demonstrate students made significant improvements in knowledge relating to general media awareness.

Key to Success: AdSmarts is designed to be used in conjunction with a comprehensive prevention program that includes multiple modalities of program delivery. Pilot tests show that a video-based curriculum is a powerful medium for teaching middle school students. Youth can be both entertained by the curriculum's media presentations *and* learn the dangers of media manipulation.

Chess teaches kids to feel like kings

PROGRAM: **PROJECT CHESS: "Push Pawns Not Drugs"**

CONTACT: Irene Dixon-Darnell, Coordinator
1301 Valley Road
Reno, Nevada 89512
(702) 322-4531

AUDIENCE: Elementary and secondary school students

OVERVIEW: *Seventy-four year old "Nanna" Dixon-Darnell is bringing the game of chess to kids in the Washoe County School District. Local educators are discovering what Dixon-Darnell knew all along: Chess teaches children the value of hard work, healthy competition and how to win and lose gracefully. Students who routinely acted out in class or on the playground now propose chess matches, and teachers report increased problem solving and concentration skills. What began as an afternoon of fun for a few children has become an integral part of the daily academic and social lives of hundreds of students. The program is helping them achieve both educational and personal goals.*

Planning: Dixon-Darnell began teaching children to play chess when she started volunteering through the federally-funded Foster Grandparent program. In October 1991 she launched a pilot program at Virginia Palmer Elementary School where she taught the fundamentals of chess five hours each weekday to 14 classes.

Dixon-Darnell is also the founder of the Young Master's Chess Club where she teaches the game to interested youth two hours every Friday night at a YMCA. The current Project Chess program has been expanded to additional school sites with support from the Nevada Bureau of Alcohol and Drug Abuse under a prevention grant of the YMCA.

Program Description: Teachers using the program receive a fifteen-hour inservice class, usually taught by other district teachers already using the materials. The program uses an instructional book and teacher's manual developed by the U.S. Chess Federation, 186 Route 9W, New Windsor, New York, 12550. The materials, including boards and pieces, cost approximately $200 per school.

Two instructors are funded two days per week to conduct the classroom sessions. Chess classes are taking place in elementary, middle, and secondary school settings with children of all ability levels, including special education and non-English speaking students.

Project Chess is a ten-week program of sixty-minute sessions, one day per week. Many teachers use the program as part of their math curriculum. The sessions consist of 20-30 minutes of instruction and oral, random quizzing, followed by 40-60 minutes of monitored play. Students are then permitted to play between themselves contingent upon teacher's discretion and available space.

Community Alliances: Many Washoe County Schools use community volunteers to help as adult co-facilitators. The local YMCA continues to be a major sponsor of the program and coordinates tournament play and competition.

Success Indicators: At the end of each ten-week session, teachers are asked to complete a six-question survey to determine if behavioral, social, and academic changes have been observed. In addition to improvements in concentration and school performance, teachers report gains made in problem-solving skills and ability to use information from a variety of sources. Gains in oral language development have also been noted. Principals report that Project Chess has brought adults together with children in a positive way.

Key to Success: Dixon-Darnell believes that teaching chess in the students' own environment is critical to the success of the program. "The school setting is the key," she states. "Other settings may bring in a few children, but in the schools, two instructors can reach 500 children per week." Programs such as Project Chess are being replicated throughout the United States. Dixon-Darnell advises teachers to "persevere" through the initial stages, because after the program gets started, the kids see it as "pure fun."

Preventing small problems from becoming bigger

PROGRAM: **Kelso's Choice**

CONTACT:
Diane L. Glass
Rhinestone Press
P.O. Box 30
Winchester, Oregon 97495
(503) 672-3826

AUDIENCE: Elementary children, grades K-6

OVERVIEW: *Kelso's Choice is a conflict-management program designed to teach all students simple peacemaking skills that help prevent minor disruptions from becoming major disputes. The skill-based program emphasizes self-management and problem ownership. Counselors and school administrators who use Kelso's Choice report children minimize tattling and participate in fewer behavioral infractions. One elementary counselor reports, "This is a keep-it-simple, make-it-fun program."*

Planning: Kelso's Choice was developed by two elementary school counselors who wanted to prevent minor playground and classroom disruptions from escalating to major proportions. They believed that valuable instructional time was lost trying to resolve such disputes and that children needed to be provided with viable tools for managing conflict. The program was started in 1986.

Program Description: Kelso's Choice is a skill-based program with a structured and sequential approach. Children learn to differentiate between problems they can handle and those needing adult intervention. They work towards mastering nine specific solutions for resolving conflict: Ignore it; Walk Away; Talk It Out; Share and Take Turns; Go to Another Game; Wait and Cool Off; Make A Deal; Apologize; and Tell Them to Stop. These solutions are presented on classroom posters as Kelso's "wheel," a pie chart illustrating the nine choices. "Kelso" is the name given to a character who is a frog.

The core program consists of 11 developmentally appropriate lessons with seven extended activities for follow-up and review. The scope and sequence of these lessons is flexible and can be designed to fit the needs of a particular school. In addition to the lessons and classroom wheel posters, there are implementation guides, a puppet, sample parent letters, songs, and frog rubber stamps.

Kelso's Choice is being used with all types of student populations, including those with special needs.

Program developers report that most schools implement Kelso's Choice on a school-wide basis and include teachers, classroom assistants, administrative staff, and all support staff in program implementation. While not required, inservice training is available when requested.

Community Alliances: Parents are introduced to Kelso's Choice through parent letters, display boards, and newsletters. In some schools, parent groups have painted large "Kelso's Wheels" on the playground or on walls as school murals. The U.S. Coast Guard painted the wheel for one elementary school. Kelso's Choice is also being used in national 4-H camps and clubs.

Success Indicators: A longitudinal study at one elementary school traced the incidence of "severe" rule infractions such as fighting, intimidation, inappropriate language, and illegal acts for the first four years that Kelso's Choice was implemented. An 82 percent decrease in these behaviors occurred. "General" rule infractions decreased 32 percent during the same period. Other schools report that the program has helped create a school system where consistent and clear expectations exist for rules, discipline, and behavior. Kelso's Choice is used in 47 states and in some foreign countries.

Key to Success: Kelso's Choice does not require extensive training and is offered to the entire school. "Teachers tell us that students who resolve conflict and seek out help when confronted with frightening issues are less likely to become involved with risk-taking behavior," says Diane Glass, program developer and school counselor. "These materials help children learn conflict resolution, practice these skills in a safe place, and become competent and capable problem solvers."

Section 9

Special Events and Annual Practices

SPECIAL EVENTS, ANNUAL PRACTICES

All schools are mandated to provide alcohol and other drug prevention education for students. Comprehensive programs tend to expand the actual "teaching" of prevention to include special curricula targeting specific needs.

Summaries in this section include descriptions of a conflict resolution program, a video-based curriculum for families, and a program designed for students challenged by learning and behavioral problems. A chess program for students and materials designed to help youth counter the effects of the media are also described.

Rock and roll for, by, and about teens

PROGRAM: **Rock Challenge**

CONTACT: Christopher Hart, Chief Executive
Be Your Best Foundation
1040 N. Las Palmas, Building 27
Los Angeles, California 90038
(213) 871-8180

AUDIENCE: High school students

OVERVIEW: *The Rock Challenge is a friendly competition between high school students, designed to provide youth with an opportunity to produce a piece of live entertainment set to contemporary music. While students learn about the many elements of developing a production number, they also learn and experience a positive peer culture that promotes a healthy lifestyle that does not include alcohol and other drugs. Rock Challenge is a non-profit organization that is currently receiving funds from the California Department of Education and the California Department of Drug and Alcohol Programs.*

Planning: Rock Challenge is an entertainment concept that originated in Sydney, Australia in 1981. Since then the competition has grown in Sydney and Melbourne and has spread to Queensland, South Australia, Western Australia, Tasmania, the Northern Territory, Victoria, and the ACT. In 1993 the competition also developed in New Zealand and the United States.

Currently, the Be Your Best Foundation is fulfilling a two-year grant awarded by the California Department of Education's Healthy Kids, Healthy California (see Section 7) to produce two events, one in Los Angeles and one in San Diego. The organization has also been awarded a one-year grant from the California Department of Alcohol and Drug Programs to assist the Rock Challenge events to grow into other counties.

***Program Description*:** The primary strategy of Rock Challenge is to associate anti-smoking and anti-alcohol and other drug abuse messages with an enjoyable rock and roll event. The event is structured to involve large numbers of students in a project that reinforces the idea that excellence is achieved through hard work and cooperation while at the same time providing the vehicle for investigating and expressing contemporary youth issues.

Teams form and practice after school, during recess, and on the weekends. School teams typically get the support of local radio stations, the drama department, art department, physical education, industrial arts, English, and dance. The teams are intended to represent a broad-based youth group and

work with parents and staff members in set construction, costume making, make-up and general production.

Individual teams perform for five to eight minutes before a live audience that includes youth, families, and friends. A panel of professional judges and high profile celebrities assess each performance culminating in a first place winner. Special awards are given for additional categories that include "Most Entertaining," "Best Back Stage Crew," and "Initiative Award." Each school receives a certificate of participation and a professional videotape of their performance. They also are eligible to win additional prizes and awards.

Rock Challenge entries are very individual pieces of theatre with no predetermined formula. Students are encouraged to develop and present their own ideas or concepts as their performance theme. Examples from the 1993 Rock Challenge demonstrate a wide variety: **Time for Change**, an investigation of race and sexual relationships; **Stop the Violence**, students' response to L.A. disturbances; **Accept Yourself**, a look at media images and self-esteem; and **Death is so Final**, when drugs come to call, death is not far away.

Community Alliances: Rock Challenge brings together a partnership of prevention organizations, radio, television, record companies, and print media to produce the events. Each school team works with parents, teachers, administrators, and community members for financial assistance and production assistance.

Success Indicators: The California grants are expected to produce an evaluation of Rock Challenge. Foundation representatives report that each year the number of participating teams increases.

Key to Success: Combining music and contemporary youth issues has created a large amount of enthusiasm among Rock Challenge youth. According to Christopher Hart, Be Your Best Foundation representative, kids also see the benefit of working together as a team for a goal that just happens to be fun and alcohol and other drug-free. One 1993 Rock Challenge participant said, "Everyone contributed to make this event happen. It made us all work creatively as a team and we all became real friends."

Peer helpers celebrate and learn together

EVENT: **California Peer Helpers Conferences**

CONTACT: Kathy Grant, Executive Director
California Peer Counseling Association
P.O. Box 50678
Pasadena, California 91115-0678
(818) 564-0099

AUDIENCE: Middle and high school students and peer helping professionals

OVERVIEW: *Every year hundreds of California youth gather together to celebrate and learn more about a strategy that is working well in schools throughout the country: kids helping kids. Participating youth not only attend the conference, they also plan, facilitate, and lead workshops and activities. Financial support from the Center for Substance Abuse Prevention (CSAP) will fund future adult institutes.*

Program Description: The California Peer Counseling Association began in 1984 and is governed by a Board of Directors. The California Peer Counseling Association has three major program activities:

Annual high school conference for peer helpers—This two-day conference attracts approximately 1,700 high school students, college students, and adults. The conference alternates each year between northern and southern California. Students act as conference planners and work with a set of procedures and an adult advisor. The advisor starts months in advance preparing the students to assume specific roles at the conference.

Annual middle school conference for peer helpers—This is a spin-off of the high school conference with the focus being the middle school student. The first middle school conference was held in 1992 and continues as an annual event.

Basic training for peer helping professionals—This training program was initiated in August of 1993. A second training was held in March 1994 to accommodate high demand. The California Peer Helping Association is now developing advanced training, the first of which is scheduled for November 1994.

The federal Center for Substance Abuse Prevention (CSAP) has provided funding for adult institutes. The purpose of these institutes will be to promote understanding regarding how peer helping can be utilized as a prevention strategy.

Community Alliances: The California Peer Counseling Association works with many private and public prevention and youth-serving agencies. These organizations attend, sponsor, and conduct many of the conference and training workshops.

Success Indicators: Each activity of the California Peer Counseling Association is accompanied by a written evaluation. Association staff report that these evaluations are "overwhelmingly favorable" and that conference registration increases every year. The number of organizations participating with the association has also increased.

Key to Success: "Our peer helpers are young people and adults who believe in peer helping and who are passionate about peer helping," says Executive Director Kathy Grant. "These people are our special strategy. They are active and committed to moving peer helping forward."

Having fun, raising funds

PROGRAM: **24-HOUR RELAY CHALLENGE**

CONTACT: Greg Bettencourt, Teacher
San Luis Obispo High School
1350 California Boulevard
San Luis Obispo, California 93401
(805) 544-5770

AUDIENCE: Entire community

OVERVIEW: *Building community to support the healthy, positive development of young people is at the heart of the 24-HOUR RELAY CHALLENGE. In this event, and in the planning process leading up to it, youth and adults join together, work together, play together, and celebrate together. They also raise money together—usually over $20,000—to spend on prevention programs that have ranged from recreation programs to mini-grants for community service projects. Over 45 communities in 18 states have successfully planned and implemented the event.*

Planning: This program is developed by Community Matters, a training and technical assistance organization designed to assist communities to strengthen and enhance collaborative prevention efforts. The first step in holding the event is to create a planning team made up of more than 30 individuals who represent youth and adults. This cross-generational group works together for five to eight months to plan the actual event, beginning with a two-day, on-site training provided by a Community Matters trainer. The first San Luis Obispo 24-HOUR RELAY CHALLENGE was held in May 1992. In May 1994, the city will host their third annual event.

Program Description: The 24-HOUR RELAY CHALLENGE has several major program activities including:

(1) Recruiting and mobilizing citizens of all ages to serve on the planning team;
(2) Involving and empowering middle and high school youth in leadership roles in planning the event;
(3) Securing the support and involvement of parents, law enforcement, businesses, and other interested groups in planning and conducting the event;
(4) Involving hundreds of youth and adults in the actual event as a model and community norm for a healthy alcohol and other drug-free, tobacco free, and non-violent lifestyle;
(5) Raising and dispersing funds for school and community prevention activities including peer helping, student assistance programs,

community service, scholarships, conference attendance, and prevention assemblies; and

(6) Establishing an annual community-building process and fund-raising event designed to strengthen school and community collaboration.

The 24-HOUR RELAY CHALLENGE takes place on an athletic field. Throughout the 24-hour period, ten-member relay teams take turns walking or running a mile at a time around a track. Friends and volunteers provide medical support, security, entertainment, refreshments, and lots of encouragement. Usually as many as 50 teams are formed by youth and adults from schools, colleges, parent groups, businesses, service clubs, churches and agencies. Registration fees are generally between $350 and $500 per team. The majority of these fees are generated through community donations.

Community Alliances: This event requires the involvement of all segments of a community. In San Luis Obispo students, parents, and representatives from schools, community agencies, law enforcement, businesses, and the media were key organizers. Usually the event begins with participants camping out on the athletic field. Providing for their safety, health, meals, and entertainment takes the collaborative efforts of the entire community.

Success Indicators: San Luis Obispo points to the ever-increasing support and enthusiasm for this event. The third annual CHALLENGE is expected to raise $30,000, involve more than 150 volunteers, and register at least 500 participants as team members. Another indicator of progress is the increased interacting among diverse community groups.

Key to Success: According to teacher Greg Bettencourt, this cross-generational celebration of health and community provided the opportunity for youth and adults to get to know each other outside of their formal roles. "People of all ages come together as friends and neighbors and on equal terms," Bettencourt says. "This is the comment we hear most frequently."

This program can be replicated in any community. Training in program implementation is available from Community Matters, 3160 16th Street, Sacramento, California 95818, (916) 442-5018.

Western Regional Center for Drug-Free Schools and Communities

Sharing Your Success, Volume V

RECOMMENDATION FORM

Sharing Your Success is a sourcebook of effective prevention efforts in the Western Regional Center service area. Programs and practices from elementary and secondary schools, Institutions of Higher Education, state agencies, and community organizations are collected and summarized in a format designed to help others initiate new programs or to enhance strategies already in progress. We invite you to use this form to help us identify exemplary programs. We want to know what is working. Help us get the word out! Recommended programs/practices will be contacted by Western Center staff for additional information.

I would like to recommend the following Program/Practice for possible inclusion in ***Sharing Your Success, Volume V***

Name of Program/Practice: _____

Contact Person: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: (___) _____

Brief description of the Program/Practice and why it should be considered exemplary:

Submitted By:

Name: _____ Title: _____

Organization/Agency: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: (___) _____ Date: _____

Send to: Vicki Ertle, Dissemination Specialist
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